# 2020-2021 LIST OF ACADEMIC COURSES IN ENGLISH AND OTHER LANGUAGES

## FOR INTERNATIONAL/JAPANESE STUDENTS

**FY:** full year  
**fs:** first semester (April)/ ss: second semester (Autumn)

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**fs:** first semester (April)/ ss: second semester (Autumn)

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*Note: FY stands for full year, and SS stands for short term.*
### Undergraduate

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**Faculty of Global Management**

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**Department of Management Science and Technology**

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*FY: full year
fs: first semester (April) / ss: second semester (Autumn)
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**Note:**
1. Courses at Faculty of Law, Economics, Commerce, Letters, Policy Studies and Global Management are offered at the Tama Campus. Courses at Faculty of Science and Engineering are offered at the Korakuen Campus.
2. Courses at Faculty of Informatics are offered at the Korakuen Campus.
3. Some courses might be given in Japanese at the request of attendants.
4. Academic courses offered by faculties other than the one that students are registered may be taken upon approval of the faculties concerned and according to the regulations of the faculties.
5. Course schedule and Room could be changed, checking the newest schedule with the faculty office would be recommended.
6. "Faculty of Global Informatics" and "Faculty of Science and Engineering" do NOT offer academic courses in English and other languages.
7. * Students whose first language is Chinese are not allowed to take courses offered in Chinese at the Faculty of Letters.
8. **You need to follow the necessary procedure.**
This is an introductory course, which aims to enable students to gain an introduction to Japanese law, to explore various ways in which law affects Japanese society and to provide an opportunity for a lively discussion on various points of comparison between Japan and other societies.

The main aim of the course is to introduce to students basic principles of Japanese law from the historical, social and cultural perspectives. At the end of the course, students are expected to be able to demonstrate an understanding of the key characteristics of Japanese law and its background.

1. Why and how do we study Japanese law?
2. Modern history of Japanese law
3. Japanese legal system
4. Japanese In-house counsel
5. International legal aid by Japanese lawyer
6. Apology and law
7. Relationship between law and industrial policy (Introduction)
8. Relationship between law and industrial policy (Economic regulation)
9. Relationship between law and industrial policy (Social regulation)
10. Family registry law
11. Anti-discrimination laws
12. Criminal law
13. Criminal procedure
14. Student presentations

Grading will be based on participation in class discussions (30%), a final student presentation (20%) and a term paper (50%).

Readings and handouts will be distributed.

Students should always review the lessons and, if specifically requested, also prepare for them.

授業は英語でおこなわれますが、担当者は全員日本語を理解しますので、相談・質問は日本語でももちろん受け付けます。留学生活と一緒に学ぶよい機会になります。
The course deals with contemporary issues in Japanese law from comparative perspectives. After the first class giving an overview of the course and Japanese law, each class consists of an introductory lecture by a professor and discussion by all the students and professors. As professors in charge of this course are distinguished experts, with legal studies abroad, majoring in a wide variety of areas in law in different universities and law firms, both Japanese and international students can expect to enjoy examining different issues at each class such as constitutional, regulatory, environmental, energy, criminal, and business laws from diversified perspectives.

International students are expected to explain the current situation in home countries on issues raised in each class, while Japanese students are expected to explain the social background of the same issues.

In each class, students are required to read materials in advance. They are also required to make a short in-class presentation on their own mini research-topics at the end of the course that will be catalyzed to their own term paper.

At a class, Master students are generally required to respond to more sophisticated questions, while undergraduate students are generally required to respond to rather introductory questions.

Students will have opportunities to consider contemporary issues in Japanese Law that are shared by other legal systems as well.

The following schedule is subject to change.

1. Introduction: Contemporary Issues in Japanese Law (Ushijima)
2. Law and Society in Japan: Reform of Legal Education and Role of Lawyers (Ushijima)
3. Law and Culture in Japan: Animal Abuse (Ushijima)
4. Dispute Resolution in Japan: Why does Japan have a small number of court cases? (Ushijima)
5. Liability and Compensation of Marine Oil Spill by Ships (Kobayashi)
6. Energy Law and Policy (Litt)
7. Law and Development (Ushijima)
8. AI and the Law (Terada)
10. Law & Medicine in Japan: (Ushijima with Guest, Prof. Iwata)
11. Regulation on New Types of Investment (Ban’no)
12. Corporate Governance of Japanese Companies (Ban’no)
13. Immigration and Emigration in Japan (Ichimasa & Ushijima)
14. National Security in Japan (Tomi’i)

Course materials will be provided.
experiences of instructors.

(1) Professor Ushijima:  
a National Bar Examiner, Ministry of Justice; member, the Personnel Council, Ministry of Defense; and an  
instructor, Ministry of Internal Affairs and Communication of the Japanese Government; Visiting Professor/Fellow  
in charge of the courses at Tulane Law School, Catholic University of Leuven, and University of Yangon

(2) Professor KOBAYASHI:  
Attorney at Law (October 2000 – September 2008 excluding one and a half year for studying abroad (Tulane Law  
School))  
His practice areas were broadly covered, including, but not limited to, corporate matters (drafting various  
contracts, negotiating legal issues in M&A transactions, trials), environmental disputes, and criminal defenses.

(3) Professor LITT:  
After serving as a judicial clerk to the Honorable Alfred T. Goodwin of the U.S. Court of Appeals for the Ninth  
Circuit and the Honorable Anthony M. Kennedy, Associate Justice of the U.S. Supreme Court, he practiced as an  
attorney with and then partner of the law firm of O'Melveny & Myers LLP (Los Angeles, Tokyo and Washington, D.C.  
ofices) from 1990 to 2007.  
From 2007 to 2011 he was a partner in the law firm of Morrison & Foerster LLP (Tokyo office). His law practice  
focused on cross border transactions, and involved matters across Asia, Europe and the Americas. He co-founded  
and from 2012 until early 2015 served as CEO and Representative Director of Deneb Renewable Energy KK, a  
developer of solar PV power plants throughout Japan, including one project which upon completion was the largest  
"floating solar power" installation in the world.

(4) Professor TOMI'I:  

Other professors also have rich legal work experiences.
This course deals with environmental law and policy in Japan from comparative perspectives. In this course, students will gain an overview of Japanese environmental law and major issues shared by other legal systems. As environmental law is intertwined with policy, students will discuss policy choice and its relevancy supported by laws and regulations and their interpretation.

After the first class giving an overview of the course and Japanese law, each class consists of an introductory lecture by a professor and discussion by all the students and professors.

International students are expected to explain the current situation in home countries on issues raised in each class, while Japanese students are expected to explain the social background of the same issues. In each class, students are required to read materials in advance. They are also required to make a short in-class presentation on their own mini research-topics at the end of the course that will be catalyzed to their own term paper after receiving some comments from professors.

At a class, Master students are generally required to respond to more sophisticated questions, while undergraduate students are generally required to respond to rather introductory questions.

Students will gain an overview of Japanese environmental law and major issues shared by other legal systems. They will consider these major issues by exchanging diversified ideas in a full-fledged manner.

The following professors will be in charge of this course (Alphabetical order for Adjunct Professors).
Hitoshi USHIJIMA (Professor, Chuo University)
Hiroshi KOBAYASHI (Professor, Shinshu University)
David G. LITT (Professor, Keio University)
Mayu TERADA (Associate Professor, International Christian University)

The following schedule is subject to change.
Professor Ushijima will be in charge unless otherwise noted.

1 Introduction: Environmental Law and Policy in Japan
2 Japan’s Experiences: Minamata, Mercury Poisoning
3 Japan’s Experiences: Fukushima, Human Error v. Act of God
4 Japan’s Energy Challenge: Coal Fire Electronic Power Plants
5 Renewable Energy (Kobayashi)
6 Energy Regulation (Litt)
7 Overview of Japanese Environmental Law
8 Environmental Impact Assessment
9 Regulatory Governance in Environmental Law (Terada)
10 Environmental Justice: Waste Disposal Site Setting/Nuclear Power Plant
11 Transnational Chemical Regulation
12 Cultural Heritage Protection
13 In-Class Presentation
14 In-Class Presentation ※Continued

Class Participation 70%, Essay 30%

Course materials will be provided.

Students are required to read materials in advance, spending 200 min. for each class.

1. This course is a part of Japanese Law courses in English.
2. The guidance by the MEXT (Ministry of Education) and Chuo requires the description of the legal work experiences of instructors.

(1) Professor Ushijima:
a National Bar Examiner, Ministry of Justice; member, the Personnel Council, Ministry of Defense; and an instructor, Ministry of Internal Affairs and Communication of the Japanese Government; Visiting Professor/Fellow
in charge of the courses at Tulane Law School, Catholic University of Leuven, and University of Yangon

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(3) Professor LITT:
After serving as a judicial clerk to the Honorable Alfred T. Goodwin of the U.S. Court of Appeals for the Ninth Circuit and the Honorable Anthony M. Kennedy, Associate Justice of the U.S. Supreme Court, he practiced as an attorney with and then partner of the law firm of O'Melveny & Myers LLP (Los Angeles, Tokyo and Washington, D.C. offices) from 1990 to 2007.
From 2007 to 2011 he was a partner in the law firm of Morrison & Foerster LLP (Tokyo office). His law practice focused on cross border transactions, and involved matters across Asia, Europe and the Americas. He co-founded and from 2012 until early 2015 served as CEO and Representative Director of Deneb Renewable Energy KK, a developer of solar PV power plants throughout Japan, including one project which upon completion was the largest "floating solar power" installation in the world.
Students in this course will work with Vietnamese students from National Economics University (NEU), Hanoi, to explore contemporary issues of law and society in Japan and Vietnam. The culmination of the course will be a visit to Hanoi and PPT presentations by teams of students.

No matter what your plans are for the future, this course will give you a chance to consider international society from perspectives of law, culture, business, politics and economics. In short, students who take this course will gain a broader view of law and society and gain a better understanding of how these shape our lives, wherever we live.

This program will explore law and society in Japan and Vietnam through activities with Vietnamese law students. Before going to Vietnam we will Skype with partner students from National Economics University (NEU), Hanoi, and discuss social and legal topics of interest. When we visit Hanoi, students will share presentations with others from both countries.

In addition, we will learn about the Vietnam-Japan relations through various activities such as:
- Visit the UNFPA in Vietnam (Japanese staff)
- Visit the Japanese Embassy, JICA, JETRO
- Visit(s) Japanese companies
- Local fieldwork with NEU law students
- Visit sites of historic and cultural interest

This course has two components:
I. Study and preparation in Japan during the Autumn Semester, and
II. Fieldwork and PPT presentations with students from NEU in Hanoi, Vietnam.

I. Autumn Semester at Chuo:
1. Introduction to the course, study and fieldwork
2. Consider and develop approaches to research
3. Consider interplay of issues of society and law
4. Overview of Societal issues in Japan and Vietnam
5. Overview of Legal issues in Japan and Vietnam
6. Brainstorm and discuss topics for group work with Vietnamese students
7. Make teams and share research topics
8. Teams begin outlining main points of research
9. * Video conferencing with NEU students: Share ideas for research
10. * Consider feedback from NEU students and modify research
11. * Conferencing with NEU students: Confirm topics, develop themes and sources
12. Discuss progress and difficulties; reflect on topics and cooperation activities
13. * Conferencing with NEU students: What needs to be done for presentation and PPT
14. Preparation for fieldwork in Vietnam

II. Fieldwork in Vietnam with Vietnamese students:
10-14 days of activities in Hanoi and nearby areas, including PPT presentations and site visits.

To receive credit for this course, students must do the following 3 things:
1. Attend classes and actively participate -- 20% of grade
2. Actively prepare for classes and for fieldwork in Vietnam -- 30% of grade
3. Complete fieldwork and PPT presentations in Vietnam with other students -- 50% of grade

All materials will be provided by the Instructor.

Students will be responsible for all homework assignments and being prepared for in-class discussion of these assignments. In addition, students will Skype regularly with partner students in Hanoi to discuss their research and final PPT presentation.

If you have any questions or concerns about this course, please contact the teacher:
Professor Steve Hesse
steve@tamacc.chuo-u.ac.jp
This course focuses on the basics of the Japanese constitutional system including the governmental structure and human rights with comparative legal perspectives. Prospective participants of this course are requested to read and understand following remarks. 
(1) The course language is not Japanese but English.
(2) Key concepts and cases will be taught through interactive class discussion.
(3) This course is jointly taught by Prof. Tatsuya Kitai (Faculty of Law), Prof. Nobuyuki Sato (Law School), Prof. Peter Thornton (Faculty of Law) and Prof. Hitochi Ushijima (Faculty of Law).
(4) This course is open to graduate students as well.

The main aim of the course is to describe the basic principles and concepts of Japanese constitutional law from a comparative and cultural perspective. At the end of the course, students are expected to do explain the key characteristics of the Japanese constitutional system.

Participation in class discussions 20%, presentation 30% and final essay 50%. Participants have to write and file a short (at least single-spaced 2 pages) essay on the Constitution of Japan from a comparative point of legal studies.

No textbook. Instead, handouts, materials and cases shall be delivered.
Reference:

Handouts, materials and cases shall be delivered at least 1 week prior to the class. Follow the instructions in the handouts. If participants have questions out of class, they can reach Prof. Nobuyuki Sato via e-mail and his office at Ichigaya Campus (Rm. 1555).

The official language of this course is English. This course is open to both undergraduate and graduate students, and both international and local students.
Often, even Law students spend little time considering the ways in which law and society interact and influence each other. This course will help students understand law in the larger context of society, as it applies to their lives and their future careers, whether they pursue law, business, or other fields. “Law and Society” is offered in both Semesters, and students may take one or both semesters (Law and Society 1 & 2).

During each semester we will consider specific case studies and laws, and every effort will be made to include discussion of the most recent and relevant legal and social issues in Japan and abroad. Through the consideration of contemporary issues of law and society, students will gain a better understanding of the history and development of law and gain a critical awareness of contemporary issues of law and the legal profession.

In the Spring Semester we will consider critical thinking and the law, established critiques of the law, and justice and morality, before taking a look at Japan’s citizen-judge system and contrast that with traditional judge and jury systems. We will then consider harassment and bullying in Japan, accusations of “Hostage Justice” in Japan, issues of sex and violence and the law, the rights of the unborn, the legal right to a safe environment, as well as a topic of the students’ choice.

This course is suggested for both Law students and non-law students. Students who take this course will gain a broad view of law and society and through consideration of specific legal issues will come to enjoy a richer understanding of how these two are intertwined.

No Prerequisites

This course is suggested for both Law students and non-law students. Students who take this course will gain a broad view of law and society and through consideration of specific legal issues will come to enjoy a richer understanding of how these two are intertwined.

Teaching Approach:
Short lectures, full-class discussion, group work, pair work, discussion of students’ reflection papers, informal presentations from students.

If you have any questions or concerns about this course, please contact the teacher:
Professor Steve Hesse
steve@tamacc.chuo-u.ac.jp
授業の概要

Often, even Law students spend little time considering the ways in which law and society interact and influence each other. This course will help students understand law in the larger context of society, as it applies to their lives and their future careers, whether they pursue law, business, or other fields. “Law and Society” is offered in both Semesters, and students may take one or both semesters (Law and Society 1 & 2).

In this course we consider specific case studies and laws, and every effort will be made to include discussion of the most recent and relevant legal and social issues in Japan and abroad. Through the consideration of contemporary issues of law and society, students will gain a better understanding of the history and development of law and gain a critical awareness of contemporary issues of law and the legal profession.

The Autumn Semester will begin with discussion of critical thinking and the law, followed by a look at concepts of justice, diversity and free speech, and same-sex marriage. We will then touch on the legal and social status of women in Japan, Artificial Intelligence, Alcohol, Marijuana and Tobacco use, terror in contemporary society, and clemency, followed by a topic of the students’ choice.

授業計画

Autumn Semester
第1回 Critical Thinking and the Law
第2回 Study of Law & Society
第3回 Critiques of Law
第4回 Justice
第5回 Diversity and Free Speech
第6回 Same Sex Marriage
第7回 ** Reflection Essays
第8回 Legal & Social Status of Women in Japan
第9回 Artificial Intelligence (AI)
第10回 Alcohol, Marijuana & Tobacco and the Law
第11回 Managing Terror in Contemporary Society
第12回 Clemency.
第13回 Students’ topic choice
第14回 ** Reflection Essays and class survey

成績評価方法

Each of the following will be calculated independently for your grade:
25%: Attendance
25%: Preparation for and participation in all classes
50%: 2 reflection essays (minimum 1,000 words) with in-class discussion.

資料・参考文献等

Materials provided by the instructor.

授業時間外の学習

Students will be responsible for all homework assignments and being prepared for in-class discussion of these assignments.

その他特記事項

Teaching Approach:
Short lectures, full-class discussion, group work, pair work, discussion of students’ reflection papers, informal presentations from students.

If you have any questions or concerns about this course, please contact the teacher:
Professor Steve Hesse
steve@tamacc.chuo-u.ac.jp
The Course Structure:
The course will deal with some of the major international law problems concerning Japan:
Topics will include Japan's historical experience with international law, International Law in Japanese
Diplomacy, International Human Rights Law in Japan, Japan's Territorial Disputes, International Law and culture,
Law of the Sea, State (Non) Recognition, International Dispute Settlement and so forth. Key concepts and cases in
these topics will be introduced and discussed in English. We will focus on the basic ideas, rules, important
precedents and cases.

Handout and/or reading materials will be provided for each topic.

For those who need a basic knowledge of international law in English:

Grading will be based on class attendance with active participation in class discussion (20%) and a final
student paper (80%). Minimum attendance 80% is required for getting any grading. Students are required to submit a final paper (2500 words minimum for postgraduates, 1000 words minimum for
undergraduates) and its presentation before the class at the end of the course.

Handout and/or reading materials will be provided for each topic.

For those who need a basic knowledge of international law in English:
might be a handy and convenient Introduction.


授業時間外の学習

Questions and request for instruction will be dealt with after each class.

その他特記事項

Official course language is English. This is an amalgamated class of undergraduate and postgraduate participants.
Humanitarian interventions have become an integral part of the political issues of the post-cold war world, and often situated at the intersection of the demands of development, human rights, and security. You will be introduced to different forms and definitions of intervention, exploring in particular ‘Humanitarian Interventions’ undertaken by military forces, the United Nations, and a range of global institutional actors.

Dealing with historical precedents and ideas of intervention, I will particularly examine the key debates and case studies of humanitarian interventions over the last three decades. The primary question of this course is "what should we do to protect human rights?" in terms of ethical perspectives. Conceptual mapping will allow you to determine what does and does not constitute a humanitarian intervention, what is its relationship to international law and the character of peacekeeping missions. Also, I will tell you to consider key questions of gender, doctrines such as ‘Responsibility to Protect’ (R2P), as well as state-building. A range of contemporary case studies will be drawn on from around the world, assisting you to make connections between the ethical theory and practice of interventions.

You will be assessed on how well you meet the course’s learning outcomes and on your development against the program learning outcomes. Assessments include reading assignments and presentations.

Class participation: 30%
Assignments and presentations: 20%
Final exam: 50%

Text: to be announced
Including handouts
Also, a list of recommended learning resources including books, journal articles and web resources will be provided. You will also be expected to seek further resources relevant to the focus of your own learning.

To prepare for the class, students should read the handouts and complete reading assignments. Also, prepare for the class discussion.
Moreover, after the class, rethink of the class discussion and have your opinion.
Course Outline
(1) Outline of the criminal procedure
This is an introductory course for the students to step into the law of Japanese criminal procedure. Japan has in a sense a unique background of law in general, i.e. it has always been influenced by foreign legal systems starting with Chinese one, then by European systems such as French and German, and then by Anglo-American ones after WWII. Against this historical background, some topics of interest will be picked up and discussed. I also want some discussion going on during the class.

(2) Outline of the administration of justice
This phase describes the current practice of the Japanese criminal justice, the practice of discretionary prosecution and the sentencing in particular, and the recent development of the criminal law, especially ones regarding the protection of a victim of crimes and the legislative measures coping with organized crime.

(3) Outline of the penal law
The penal law phase of this course introduces the students to the framework of the Japanese penal law. Japanese penal law has been under strong influence of the German law. The tripartite conception of criminality and the related way of reasoning and ideas such as conceptual analysis orientation and "substantive criminality." This course will present a comparative view of the framework of the Japanese penal law. Comparison will be made mainly with common law conception of criminality, one exemplified by the Model Penal Code in particular.

Aims to be Accomplished
(1) In this criminal procedure phase, students would be lead to familiarize themselves with the current criminal system and administration against the background written above and learn the basics of the Japanese justice system. Because only seven classes are allotted to this phase, the class will start with the introduction to the general idea of Justice System in the historical perspective, in which Japan has experienced all the systems described in the Outline above, and then go into some details. Students may have some grips to further understand the criminal procedure on their own and pursue more according to their interests.

(2) The administration of justice phase starts with description of the current practice of the prosecutorial discretion and the sentencing. The description will be made in view of what can be done for reducing criminal incidence and recidivism. The protection of a victim of crimes has developed in a rather unique way in the last decade and there have been a rather unique legislation combatting organized crime. Those current topics would be addressed in terms of efficacy as crime policy.

(3) In the penal law phase, students would be supposed to have a knowledgeable view of what the framework of the Japanese penal law is. That view needs to be informed by basic knowledge about the Japanese penal law including some characteristic way of reasoning and legal terminologies and doctrines on the one hand, and knowledge about basic ideas underlying the penal law under common law tradition in general, ones of the Model Penal Code in particular.

Class Schedule and Contents
1st Week: Criminal Justice System of Japan in a historical perspective
2nd Week: Police Activities; Compulsory or Non-compulsory
3rd Week:Stop and Questioning; Reduced Substantive Cause or Diminished Privacy
4th Week: Arrest and Detention & Search and Seizure
5th Week: Interrogation of a Suspect, Right to Counsel
6th Week: Amending the Charge (Indictment) and Double Jeopardy
7th Week: Search for the Truth or Due Process?
8th Week: Administration of criminal justice: prosecutorial discretion and sentencing
9th Week: Legal response to organized crime including protection of victims of crime
10th Week: Conception of criminality (Tripartite structure and bipartite one)
11th Week: Subjective requirement and mens rea (recklessness in particular)
12th Week: Illegality and blameworthiness (or justifiability and excuse)
13th Week: Forms of criminality (principal, accomplice and organized crime)
14th Week: Summarization (and special presentations by the students if possible)

* The class schedule can be changed before the actual start of this class as this syllabus has to be turned in in January 2019, January, too early for the fall term class.

Grading and Evaluation
The students are required to present an assignment for each phase of the course by the passage of two weeks after
the end of each. Its topic and requirements will be announced by each instructor in class.

The reports occupy 70% of grading and evaluation.

Attendance and discussion in classes will occupy 30% of grading and evaluation.
However, over 70% attendance is necessary for grading.

The instructors will discuss and decide a student’s grade.

<Textbooks and References>
Students may be required to download some files from the Manaba site and read them prior to each class. Some mimeos may be handed out from time to time as is needed.

<Other Items to be Specified>
The class will be conducted in English. But probably some legal terms that are specific to the Japanese system may be used in Japanese -- not with Kanji but with Alphabet.

<Work outside the Class>
It is a must to read the handouts and then students can bring in questions they come across so that we can discuss them in class. Each student may also work on some topic they choose that relates to this course outside the class, and all attendants can discuss it in class.

If any question comes up relating the course, students may contact the instructors via email. The mail addresses are miyajima@toin.ac.jp.; tsutsumi@fps.chuo-u.ac.jp; nakanome_chuo@mbr.nifty.com . Two of them, Nakanome and Tsutsumi usually work at the Tama campus every week day and can be available for your appointment. One of them, Miyajima goes to the campus on Tuesday.
This course deals with a framework, rationales and structures of Japanese criminal law and criminal procedure. Characteristics of administration of criminal justice will be referred in comparison with other country. Main comparison will be between the legal system of Japan and that of the United States and other western countries. In some cases participants’ own countries’ legal system will be compared with that of Japan.

In the field of administration of criminal justice, comparison between several countries and systems would illuminate striking differences between them, which would lead to further thinking on the underlying causes of the difference and features of administration of criminal justice.

Handouts and necessary materials will be distributed through MANABA or at our class.

Grading and Evaluation

Evaluation will be based on your discussion and term report. Your regular attendance and participation in discussion will be required, at least 70% of participation in the class necessary. Evaluation based on active participation in the class will occupy 30% of the whole grading. Written term report will occupy 70% of the whole grading and evaluation.

Reports will be reviewed in terms of correct understanding of criminal justice and its administration in Japan and analysis of its rationale. Comparative analysis of Japanese criminal procedure and that of your own country is necessary. Your report focusing on "rationale" of each case law and statute and their analysis, rather than overview of the whole system, which would require much longer report or a book, will be given higher points. It is recommended to focus on a topic or topics talked in our class or related issues. Cursory comparative overview should be avoided.

Handouts and necessary materials will be distributed through MANABA or at our class.

Comparison with Japanese law will be the main focus of this class and students will be recommended to review text of relevant laws and court's decisions of the Supreme Court of Japan, which will be noticed in advance. English text of statutes and case laws translated into English is available at web pages, though there are exceptions.

The class will be conducted in English, but probably some legal terms that are specific to the Japanese system may be used in Japanese not with Kanji but with a phonetic.
授業の概要
1. The aim of this course is to help students acquire an understanding of the basic concepts and principles of the regulations which govern the business firms and their activities in Japan.
2. It also enhances the development of students’ skill in making oral presentation and self-regulated learning.

科目目的・到達目標
1. The main objective of this course is to gain a good understanding of how government intervention has actually played out in various industries in Japan.
2. At the end of this course, participants are expected to explain the essential concepts of Japanese Competition Law and Sector-specific regulations, discuss the role of such law and regulations, and identify/evaluate the legal consequences of the certain business activities in global context.

授業計画
1. This class examines the various laws and policies and a number of the regulations, such as competition law, telecom law, energy law, and transportation law.
2. It also includes the comparative legal studies and analysis of the practices by the courts and authorities among the States.

The contents of this course would be constituted as follows:
(1) Introductory questions & basic concepts of Competition Law & Policy
   Is your Smartphone SIM-free? & what’s wrong with the price below the cost?
   Market, Competition, and Regulation (State)
(2) Competition Law (1): pricing, Part 1
   Low price & price discrimination
   BPM & price-fixing (cartels)
(3) Competition Law (2): pricing, Part 2
   Restrictive terms on trading (selective distribution)
(4) Competition Law (3): conditional deal
   Tyng & abuse of superior bargaining power
   Refusal to deal
   Boycott, etc.
(5) Competition Law (4): conditional deal
   Restrictive terms on trading (selective distribution)
(6) Competition Law (5): refusal to deal
   Merger & acquisitions
   Market & Theory of Harm
(7) Midterm exam in class: short essay (country reports)
(8) Competition Law (7): international dimensions
   Cross-border transactions & Extraterritorial application of domestic law
(9) Economic Regulation (1): telecommunications
   Competition in/for the mobile telecom markets
(10) Economic Regulation (2): aviation & taxi
    De-regulation or Re-regulation
    Re-structuring the whole energy industry
    De-regulation or Re-regulation
(13) TBA
(14) Japanese Competition Law & Policy in Global Context: Wrap Up Class

成績評価方法
Class attendance is required and your overall grade in the class will be calculated according to the following process:
- Midterm exam in class: 40%,
- Term-end examination (essay questions): 60%, and
- A fraction of in-class contribution (classroom discussions)
In the meantime, after the papers will have been submitted, we will have an opportunity to discuss them.
Materials for this course (treaty provisions, statutes, regulations, court and administrative decisions) are mainly available on the Internet (manaba) and the instructor will distribute the handouts as he thinks right.

Notice for Students
1. Spring term class for 2 credit.
2. There are no particular prerequisites for this course.
3. The students shall inform their instructors of dates they will miss class due to an excused absence prior to the date of that anticipated absence.
4. For the foreign students, we will discuss Japanese Competition Law and Policy in terms of the comparative legal analysis so that the foreign students will have chance to present their own legal system and to illustrate the differences with those of Japan.

授業時間外の学習
1. The students are expected to attend all classes and be on time and turn in assignments when they are due.
2. The students are to read the assigned materials carefully before the classes and to prepare for the discussion about the cases or topics in those materials.

[授業の工夫]
・日本法（独占禁止法）の特徴を理解できるように事例を多く用いるケース・スタディを採用しています。
・留学生にとっては自国の法律（独占禁止法）との対比が可能なように、各留学生の母国法についても言及する授業構成を採用しています。
**科目名:** 法学特講1 Comparative Civil Procedure  
**担当教員:** 猪股 孝史、牛嶋 仁、木内 秀行、萩澤 達彦、本間 佳子

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**授業の概要**
This course will lead students into the important principles of Japanese civil justice system from a comparative perspective. In addition, the instructors will also talk on the practical development of the system from various perspectives. At the end of the course, students will be expected to understand the basic characteristics of Japanese civil justice system and to be able to explain the differences between Japanese justice system and those of their home countries.

**授業目的・到達目標**
This course deals with the main framework of the civil procedure and some other civil proceedings of Japan as well as a few related topics. Key concepts and legal cases in these fields will be discussed in English. We will focus on the basic ideas, statutes, rules, important precedents and cases, although the instructors will deal with some advanced topics, considering the response and interest of the students.

**授業計画**
1. Introduction: Judicial System and Legal Profession  
2. Basic Principles of Civil Procedure  
3. Burden of Proof  
4. Collection of Evidence and Proof-taking at the Trial  
5. Res Judicata and Other Effects of Judgment  
6. Multi-party Litigation and Collective Litigation for Consumers  
7. Implementing Creditor’s Right: Civil Enforcement Proceeding  
8. Bankruptcy (Insolvency) Proceeding  
9. International Civil Procedure  
10. Alternative Dispute Resolution  
11. Suing Government: Litigation Challenging Governmental Decision-making  
12. International Assistance for Legislation of Civil Procedure Law in Cambodia  
13. Legal Ethics and Professional Responsibility  
14. Corporate Legal Department and its Vanguard

**成績評価方法**
Evaluation and Grading Policy:  
Each student will be requested to submit a term report, which is a short essay, on two of the 14 topics shown above.  
Grading will be based on:  
(1) term report (60%), and  
(2) performance in the class (40%).  
If you would be absent from the class more than 5 times or fail to submit a term report by the end of January, it will lead to "Fail" in grading.

**テキスト・参考文献等**
In place of a textbook, handouts of the lecture will be delivered in advance of each class. Lecture will be delivered based on those handouts.  

**授業時間外の学習**
Students are expected to read through the handouts delivered in advance to prepare for the class.
Group discussion will be introduced in the class. Especially discussion between foreign students and Japanese students will be recommended to identify possible difference among various legal systems.
授業の概要
For the benefit of students from the common law system and those new to Japanese law, the following may be worth noting. The authors of the Japanese Civil Code studied law in England, France and Germany, ultimately, the Pandekten system of the German Civil Code was adopted. As such, the principles of contract law are found throughout the various sections of the Japanese Civil Code rather than in any particular self contained section. Thus, traditionally, students of Japanese law are taught the principles of Japanese contract law (as part of their studies of the Japanese Civil Code) in the same order as such principles appear within the Japanese Civil Code, that is chronologically and not by topic as one would expect with a common law approach. However, on this course, for greater ease of comparison of contract law principles as found in the common law and the Japanese law systems, we shall approach the subject by taking the topic headings from the teachings of the common law system of contract law and then cross refer back to the Japanese Civil Code.

授業計画
1. Introduction to the Japanese Civil Code
2. Legal consciousness of contract in Japan.
3. Formation of contractual agreement: offer and acceptance
4. “Culpa in contrahendo” in Japan
5. Intention to create legal relationship: domestic agreements
6. Public policy
7. Vitiating factors affecting contracts: mistake
8. Vitiating factors affecting contracts: misrepresentation
9. Terms of the contract
10. Regulation of consumer contracts in Japan
11. Legal capacity of the parties
13. Discharge of a contract
14. Student presentation

成績評価方法
Grading will be based on participation in class discussions (30%), a final student presentation (20%) and a term paper (50%).

授業時間外の学習
Students should always review the lessons and, if specifically requested, also prepare for them.

その他特記事項
正規の学生にとっては、海外からの留学生と学ぶ絶好の機会です。内容は日本の民法総則と契約法の基礎部分です。英語でのレポートの作成は不安かもしれませんねが、短いものですし、個別に指導いたします。これから海外留学をされるかた、すでに留学経験のあるかたもおすすめです。
### 科目名: 法学特講1 Contemporary Challenges in the Law of the Sea
(海洋法の現代的課題)

**履修年度:** 2020 学期: 春学期

**開講曜日時限:** 木3

**配当年次:** 3-4年次配当

### 参考URL:

**授業の概要**

This course critically examines the 1982 United Nations Convention on the Law of the Sea in the light of contemporary international challenges such as maritime boundary disputes, the sea level rise, illegal fishing practices, whaling, irregular migrants by sea, marine litters, modern piracy, and new technologies. This course further analyses other multilateral, regional, bilateral and unilateral strategies, both formal and informal, which are adopted by members of the international community in addressing these challenges and how they can conflict with or reinforce each other. This course not only highlights the limits and possibilities of the law of the sea, but also discusses crosscutting issues - the intersection between the law of the sea and other international legal disciplines including international human rights law, international criminal law, and international environmental law - and proposes strategies towards a systematic integration of different international legal disciplines.

### 成績評価方法

Regular attendance and active participation in the class: 40%

Term paper: 40%

Oral presentation: 20%

*Students will be required to write a term paper (3000 words) and give an oral presentation at the end of the course on a topic of their interest.*

### 授業時間外の学習

Students will be required to read materials provided for each class. Those who are not familiar with the law of the sea are encouraged to read the relevant chapter from a standard textbook of public international law.

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2020年度中央大学講義要項 21
This course deals with financial law and regulation from comparative perspectives. After the first class giving an overview of the course and Japanese law, each class consists of an introductory lecture and discussion on each topic by a professor. International students are expected to explain the current situation in home countries on issues raised, while Japanese students are expected to explain the social background of the same issues. In each class, students are required to read materials in advance. They are also required to make a short essay on their own mini research-topics at the end of the course. In classes, Master students are generally required to respond to more sophisticated questions and to write a longer essay, while undergraduate students are generally required to respond to rather introductory questions.

Reading materials will be provided.

Students are required to read materials in advance, spending 200 min. for each class.

This course is one of the Japanese Law courses in English.

The course looks at major themes of American law, especially features that differ from Japan. The first semester concentrates on constitutional law and the division of power among branches of the government.

The main aim is for students to become acquainted with the American legal system and how it differs from that of Japan.

We will use a textbook, *An Introduction to American Law* (Carolina Academic Press), for both the Spring and Fall semesters. However, we will not necessarily cover all of the chapters or follow the same order as in the book.

Students will be required to purchase a copy of the book. Details will be provided in the first class.

Please do not purchase the book in advance, as we will have to decide whether to use the 2d or 3d edition.

What follows is a projection of how we will proceed. However, it is subject to change.

1. Introduction
2. Common law as compared to Civil Law
3. Constitutional Law overview
7. Constitutional Law: Powers of the States, and limitations (continued)
13. Civil Rights Laws
14. Civil Rights Laws (continued)

Class participation 50%
Final report 50%

Diligently read and consider the reading assignments.

Diligently read and consider the reading assignments.
授業の概要
The continuation of the course will address specific areas of law such as Business Law, Property Law, Intellectual Property Law, and Family Law.

科目目的・到達目標
To acquaint students with the American legal system and, in particular, features that differ from the Japanese system.

授業計画
We will use various chapters of the textbook. Classroom discussion among students is an essential element of the course. The class will not involve long lectures by the instructor. What follows is a projection of how the semester may proceed. However, it is subject to change.

1. Introduction
2. Review of Spring semester and division of power under the Constitution
3. Civil Procedure and Federal Courts
4. Civil Procedure and Federal Courts (continued)
5. Contracts
6. Contracts (continued)
7. Torts
8. Torts (continued)
9. Business Law
10. Business Law (continued)
11. Property Law
12. Property Law (continued)
13. Intellectual Property

成績評価方法
Class participation 50%
Final report 50%

テキスト・参考文献等
An Introduction to American Law (Carolina Academic Press).

In the Spring semester, we will decide whether to use the 2d or 3d edition. Of course, we will use the same edition in the Fall.

Students will be required to purchase a copy of the book. Details will be provided in class.

授業時間外の学習
Diligently read and consider the homework.

その他特記事項
This research and discussion course offers students an opportunity to survey contemporary legal and social issues in Japan from a variety of perspectives. The Spring Semester begins with a focus on developing critical thinking for research and discussion.

Following the critical thinking units, students will begin independent research. Students will develop their research outside of class and this research is used as the basis for in-class discussions and presentations. With guidance from the instructor, students are encouraged to select and research a wide range of legal and societal themes.

In the past, some of the topics that students have researched regarding Japan include: hate speech, euthanasia, the legality of suicide, child labor and child abuse, Japan’s new Security Laws, discrimination against minorities, international child abduction, gender (in)equality, death from overwork, same-sex unions, freedom of expression, maternity harassment, and other forms of harassment.

Classes follow the same basic format in both semesters. However students’ research topics differ from one semester to the next. Students are welcome to enroll for one or both semesters.

If you have any questions or concerns about this course, please contact the instructor at: steve@tamacc.chuo-u.ac.jp
Teaching Approach:
This course will combine short lectures, class, group and pair discussions, and student presentations in small
groups.

If you have any questions or concerns about this course, please contact the teacher:
Professor Steve Hesse
steve@tiamacc.chuo-u.ac.jp
This research and discussion course offers students an opportunity to survey contemporary legal and social issues in Japan from a variety of perspectives. The Autumn Semester will begin with classwork that focuses on developing critical thinking for research and discussion.

Following the critical thinking units, students will begin independent research. Students will develop their research outside of class and this research is used as the basis for in-class discussions and presentations. With guidance from the instructor, students are encouraged to select and research a wide range of legal and societal themes.

In the past, some of the topics that students have researched regarding Japan include: hate speech, euthanasia, the legality of suicide, child labor and child abuse, Japan’s new Security Laws, discrimination against minorities, international child abduction, gender (in)equality, death from overwork, same-sex unions, freedom of expression, maternity harassment, and other forms of harassment.

Classes follow the same basic format in both semesters. However students’ research topics differ from one semester to the next. Students are welcome to enroll for one or both semesters.

If you have any questions or concerns about this course, please contact the instructor at: steve@tamacc.chuo-u.ac.jp

The teacher will provide some texts. However, students will be responsible for finding the resources and materials needed for their independent research.

Students will be responsible for choosing research topics and developing their research step by step over 3-4 weeks. Discussions in class with the teacher and other students will help students deepen their research and understanding.
Teaching Approach:
This course will combine short lectures, class, group and pair discussions, and student presentations in small
groups.

If you have any questions or concerns about this course, please contact the teacher:
Professor Steve Hesse
steve@tamacc.chuo-u.ac.jp
Standing at the intersection between international relations and political thought, this course offers students the opportunity to engage with various interpretations of "the international politics" in Western political thought. Through the analysis of primary texts, it addresses the ideas of international relations - sovereignty, justice, war and peace - as understood by political philosophers such as Thucydides, Grotius, Hobbes, Kant and J. S. Mill, and more contemporary theorists such as Rawls and Walzer.

The purpose of this course is to introduce students to a variety of frameworks of thinking about international politics/international relations and to familiarize students with key ideas and thinkers (from classical to contemporary) in international political thought.

The goal of this course is to understand the history of international political thought and contemporary accounts of international politics/international relations.

1. Introduction: The Study of International Political Thought
2. History of Ideas in International Relations: Realism and Idealism
3. Athenian Democracy and War: Thucydides
4. Christian Pacifism and Just War Theory: from Cicero to Thomas Aquinas
5. The Modern European State and the Society of States: Grotius
7. Liberalism-The Enlightenment and a Perpetual Peace: Rousseau and Kant
8. Socialism and International Political Economy: Marx
9. State Sovereignty and (Non)Intervention: J.S. Mill
10. Justice and Humanitarian Intervention
11. Global Justice: Rawls and Pogge
12. Feminist Understandings in International Relations
13. Nonwestern Political Thought of International Relations: Japanese Thinkers etc.
14. Review: Post-Westphalian International Political Thought?

Attendance and Class Participation (50%) and Final Exam (50%)

Text
To be announced.

Reference books

To prepare for the class, students should read the handouts.
For example, complete reading assignments and prepare for the class discussion.
Also, after the class, rethink of the class discussion and have your opinion.

Students are strongly expected to think about current issues on international relations with the view of political thought, and deepen their interests on international relations as well as political thought.
Also, students are highly expected to acquire basic skills as "global citizens."
授業の概要

The course will help you to critically analyse the representation of identities in mass media and popular cultural texts such as: newspapers and magazines, cartoons (manga) and animation, children’s books, television dramas and other TV programmes, movies, television commercials and newspaper advertising, and travel brochures. We will look at how men and women, gay and straight people, Japanese people and foreigners, young and old people, and other identities are shown in these texts. We will think mainly about three issues: the way that some identities are represented as 'natural' or normal; whether representations of certain groups essentialize them (show them as all the same) or recognise diversity within them; and to what extent people consume and interpret media and popular culture actively and critically.

Each class will include explanation of a key topic or issue by the teacher, as well as discussions between students in small groups. In the second half of the course, you will do some research (with guidance from the teacher) on a cultural studies-related topic of interest to you, and give a presentation and lead a discussion on it with a small group of other students.

The teacher will use English and some Japanese in class. Students may discuss and present in English and/or Japanese.

授業計画

Week 1: Introduction - What is Cultural Studies?
Week 2: Nature and culture
Week 3: Nature, culture and identity
Week 4: Gender in children’s TV programmes
Week 5: Gender and race in Disney
Week 6: Media affects and audience interpretations
Week 7: Orientalism - Western representations of Japan
Week 8: Representations of African-Americans in Japanese media and pop culture
Week 9: Representations of refugees and asylum seekers in the media
Week 10: Gender in TV advertising
Week 11: Sexuality in TV advertising
Week 12: Individual research presentations and discussions
Week 13: Review of presentations; Self-assessment
Week 14: Review of course

This schedule may change after discussion with students at the start of the course about their interests in Cultural Studies.

成績評価方法

Students will be assessed on: their active participation in class (40%); out-of-class preparation and review (20%); an individual research presentation and discussion (20%); and the development of their understanding of cultural studies-related issues (20%). There is no test.

授業時間外の学習

You will be expected to work for 1-2 hours each week out of class, writing a reflection on each class in English or Japanese, and preparing for class by reading articles provided by the teacher or by doing some simple research of your own into mass media and popular cultural texts in Japan and other countries.

テキスト・参考文献等

There is no textbook for this course. Readings will be provided by the teacher and there is a course website to support students with their work.

その他特記事項

The class uses many audiovisual materials, has a website of reference materials and gives students the opportunity to research and present on a Cultural Studies issue of interest to them.
The content will depend on the needs and interests of the students who enroll. In past years, we have considered topics such as:

- Legal and administrative regulation of the Tsukiji fish market
- Issues in family law, including Japan’s entry to the international convention on child abduction
- Competing Japanese and Chinese legal arguments on control of the oceans and access to resources
- Interpretation of the Constitution and the role of courts
- Protection (or lack of protection) for whistleblowers
- Corporate culture and law

chuo has a rich array of courses about the law of Japan taught from the perspective of Japanese lawyers and scholars. This course offers an outside perspective. The reading will involve books and articles about Japan written by people from other countries.

Weekly reading assignments will be made, and we will discuss the content during the class hours. Plenty of opportunity will be provided for students to test out their ideas of law in Japan, based on what they have experienced. The following outline is a projection. However, it is subject to change both as to content and the amount of time devoted to each topic.

1. Introduction
2. Japanese law’s place within legal systems of the world
3. Pre-modern period
4. Pre-modern period (continued)
5. Search for a “modern” system in Meiji period
6. Search for a “modern” system in Meiji period (continued)
7. Meiji Constitution
8. Meiji Constitution (continued)
9. Postwar drafting of current Constitution
10. Postwar Constitution
11. Article 9 (renunciation of belligerency and armed forces)
12. Erosion of Article 9
13. Individual rights
14. Individual rights (continued)

Evaluation will be based on class discussion (50%) and a written report in English (50%) at the end of each semester.

The material we will study will be selected in order to meet the needs and interests of those students who actually enroll.

Diligently read and consider the assignments in order to engage in fruitful class discussion.
履修年度：2020 学期：秋学期 開講曜日時限：木4 配当年次：3・4年次配当
参考URL：

授業の概要
No particular evidence of English ability (for example, TOEFL or TOEIC) is required. However, students should be willing to devote the time and energy to studying materials primarily written in English.

授業の概要
The content will depend on the needs and interests of the students who enroll. In past years, we have considered topics such as:
* Legal and administrative regulation of the Tsukiji fish market
* Issues in family law, including Japan’s entry to the international convention on child abduction
* Competing Japanese and Chinese legal arguments on control of the oceans and access to resources
* Interpretation of the Constitution and the role of courts
* Protection (or lack of protection) for whistleblowers
* Corporate culture and law

科目目的・到達目標
Chuo has a rich array of courses about the law of Japan taught from the perspective of Japanese lawyers and scholars. This course offers an outside perspective. The reading will involve books and articles about Japan written by people from other countries.

授業計画
Weekly reading assignments will be made, and we will discuss the content during the class hours. Plenty of opportunity will be provided for students to test out their ideas of law in Japan, based on what they have experienced. What follows is general projection. However, it is subject to change. The second semester is intended to highlight recent issues. So, we will let current events guide us both as to content and the amount of time devoted to the topics.

1. Introduction
2. Recollection of the Spring Semester: Japanese Law up to the postwar Constitution
3. Marriage and the family
4. Marriage and the family (continued)
5. Status of people from other countries
6. Status of people from other countries (continued)
7. Labor law issues
8. Labor law issues (continued)
9. Corporate governance
10. Corporate governance (continued)
11. Courts and judges
12. Lay judge system
13. Legal education
14. Legal education (continued)

成績評価方法
Evaluation will be based on class discussion (50%) and a written report in English (50%) at the end of each semester.

テキスト・参考文献等
The material we will study will be selected in order to meet the needs and interests of those students who actually enroll.

授業時間外の学習
Diligently read and consider the assignments in order to engage in fruitful class discussion.

その他特記事項
授業の概要

Before the Age of Empire: European overseas expansion in Asia from the 16th to the 18th centuries. This class will examine European expansion in Asia from around 1500 until about the end of the 18th century. The focus will be mainly on Euro-Japanese relations.

授業計画

1: Introduction.
2: The voyages of Christopher Columbus and Vasco da Gama and the beginning of Spanish and Portuguese overseas empire.
3: The Portuguese in Asia.
4: Portugal and Japan: trade.
5: Portugal and Japan: religion and culture.
6: Japan and Asia in the 16th and 17th centuries.
7: English and Dutch overseas voyages and the English and Dutch East India companies.
8: The Dutch and English in Japan 1609-1641.
9: The expulsion of the Portuguese from Japan in 1639.
10: The Dutch as the only Europeans permitted to trade in Japan from the 1640s: Seventeenth Century.
11: The Dutch as the only Europeans permitted to trade in Japan from the 1640s: Eighteenth Century.
12: The character of Euro-Asian relations in the early modern period.
13: Review of above.
14: Conclusions.

成績評価方法

Assessment is based upon attendance and PARTICIPATION in class and on written work (one test and one report). Students are very much encouraged to ask questions during and after class. All questions are welcome. Silence is not.

Evaluation: Participation 30 per cent; test 40 per cent; report 30 per cent.

授業時間外の学習

Students will be given material each week which they MUST read at home and which will be the subject matter of the following week’s class. Each week one or two students will be assigned to make a short presentation about the reading material.

その他特記事項

(1)アクティブラーニング   [ なし  ]

(2)ICTを活用した双方向型授業実施   [ なし  ]

(3)実務経験   [ なし  ]

(4)課題へのフィードバック方法

(5)その他

Students must attend all classes and must have a valid reason for being absent from class. In case of absence, students must send me an e-mail.

E-mail address: massa@tamacc.chuo-u.ac.jp
履修年度: 2020 学期: 前期
開講曜日時限: 月3
配当年次: 1年次配当

授業の概要

＜科目ナンバー＞GE179B
＜学位授与方針と当該授業科目の関連＞
この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学研究を裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を的確に把握することができる）の修得に関わる科目です。

＜概要＞
In the first few weeks of the course, students will learn about the United States Constitution, the U.S. federal government, and America’s major political parties. Then, the bulk of the remainder of the course will be devoted to the discussion of key issues in the United States. An effort will be made to keep students informed about current events in the U.S., and as such the class schedule that is provided below is a tentative schedule and is subject to change.

授業計画

Week 1: The United States Constitution
Week 2: The United States Federal Government
Week 3: The Democratic Party
Week 4: The Republican Party
Week 5: Race Relations in the U.S.
Week 6: Health Care
Week 7: Illegal Immigration
Week 8: Immigration Reform
Week 9: Education and Education Reform
Week 10: Gun Control
Week 11: Domestic Terrorism
Week 12: The American Dream
Week 13: Poverty in the U.S.
Week 14: Review

成績評価方法

Grades will be determined solely on the basis of a final examination.

授業時間外の学習

Each week, students will be expected to review important vocabulary words and phrases from prior classes. In addition, they should read news articles and examine information on websites that are recommended by the instructor.

その他特記事項

（1）アクティブラーニング  [  なし  ]

（2）ICTを活用した双方向型授業実施  [  なし  ]

（3）実務経験  [  なし  ]

（4）課題へのフィードバック方法

（5）その他 The “survey” function on manaba will be used every week in order to allow students to give the
instructor feedback on lectures. Students who want to know more about this course can contact the instructor by e-mail at the following address: <gwarren@tamacc.chuo-u.ac.jp>
## 科目名: 言語と文化B
### 履修年度: 2020 学期: 前期
### 開講曜日時限: 月5
### 配当年次: 1年次配当
### 配当数: 特になし
### 担当教員: キャンター ゲイリー ウォーレン
### 参考URL: 特になし
### 履修条件・関連科目等
特になし

### 授業の概要

- **授業の目的**
  - To teach students about the United States
  - To give them a chance to listen to lectures about serious content in English

- **Ultimate Objectives**
  - To help students gain a reasonably good understanding of the U.S. federal government
  - To help them understand some important aspects of the United States Constitution
  - To help them gain an understanding of differences between America’s two major political parties
  - To help them to understand a variety of important issues in the U.S.
  - To help them enhance their English language skills

### 授業計画

- **Week 1:** The United States Constitution
- **Week 2:** The United States Federal Government
- **Week 3:** The Democratic Party
- **Week 4:** The Republican Party
- **Week 5:** Race Relations in the U.S.
- **Week 6:** Health Care
- **Week 7:** Illegal Immigration
- **Week 8:** Immigration Reform
- **Week 9:** Education and Education Reform
- **Week 10:** Gun Control
- **Week 11:** Domestic Terrorism
- **Week 12:** The American Dream
- **Week 13:** Poverty in the U.S.
- **Week 14:** Review

### 成績評価方法

Grades will be determined solely on the basis of a final examination.

### テキスト・参考文献等

A textbook will not be used in this course. However, the instructor will provide students with handouts in the form of true/false items that will be used for review purposes. In addition, from time to time the instructor will give students the titles of news articles and websites that appear on the internet that can help deepen one’s understanding of various topics.

### 授業時間外の学習

Each week, students will be expected to review important vocabulary words and phrases from prior classes. In addition, they should read news articles and examine information on websites that are recommended by the instructor.

### その他特記事項

1. **アクティブラーニング** なし
2. **ICTを活用した双方向型授業実施** なし
3. **実務経験** なし
4. **課題へのフィードバック方法**
The "survey" function on manaba will be used every week in order to allow students to give the instructor feedback on lectures. Students who want to know more about this course can contact the instructor by e-mail at the following address: <gwarren@tamacc.chuo-u.ac.jp>
授業の概要

This course focuses on the language and culture of Britain. The course will be conducted in English. The course will comprise a mixture of lecture, reading, listening and discussion. There will also be opportunities to listen to music and radio broadcasts, watch clips from television programmes and films, and to read newspaper and magazine articles. Students will also be expected to do their own research on some of the topics included in the course.

授業計画

The schedule below is tentative and subject to change.

Week 1. Course introduction (Explanation of class rules and requirements); British language & culture quiz
Week 2. British pre-history & early history (The Celts, Romans, Anglo-Saxons, Vikings)
Week 3. The Normans & Plantagenets (The impact on literature, music, folk tales and English)
Week 4. Languages of Britain, Part 1 (The development of English)
Week 5. The Tudors & Stuarts (Religious, social and political revolutions)
Week 6. British colonialisation & its impact on the world (The British Empire until 1776)
Week 7. British colonialisation & its impact on the world (The British Empire after 1776)
Week 8. The industrial revolution & its impact on the world
Week 10. The development of democracy & the impact of immigration
Week 11. Languages of Britain, Part 2 (Spoken British English today, Understanding regional English)
Week 12. Media in Britain, Part 1 (Newspapers and magazines)
Week 13. Media in Britain, Part 1 continued (Issues in the print media); Government & politics in Britain, Part 2 (Major issues in politics)
Week 14. Review of the main themes covered

成績評価方法

Grades will be based on student classwork (25%), homework (25%), regular points (25%), and an end-of-term test (25%). Test feedback scores will be available on the web site. Retesting will not be available. There is an absence limit of 30% of classes and a lateness limit of 20 minutes.

授業時間外の学習

Students will be required to do a small amount of homework using the Study Centre (on the web site) related to each topic studied in the course. This will help check the students’ understanding of the material and to prepare for the test at the end of the semester.

その他特記事項

（1）アクティブラーニング [Yes]

（2）ICTを活用した双方向型授業実施 [ ]

（3）実務経験 [ ]
Students who want to know more about this course may contact the instructor at the following email address: chuo2020@woollerton.com
科目名: 言語と文化E

履修年度: 2020 学期: 後期
開講曜日時限: 月3
配当年次: 1年次配当

授業の概要

＜科目ナンバー＞GE179E
＜学位授与方針と当該授業科目の関連＞
この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学の知識教養に裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を的確に把握することができる）の修得に関わる科目です。
＜概要＞
During the semester, various issues of importance in the United States will be discussed. An effort will be made to keep students informed about current events, and as such the class schedule that is provided below is a tentative schedule and is subject to change.

授業計画

Week 1: Introduction
Week 2: The 2020 U.S. Presidential Election
Week 3: The State of the U.S. Economy
Week 4: Obesity
Week 5: Abortion Rights
Week 6: Sports and Athletes’ Salaries
Week 7: Police-Community Relations
Week 8: Energy Production and Consumption
Week 9: Religion in the U.S.
Week 10: The U.S. Space Program
Week 11: Voting Rights
Week 12: Capital Punishment in the United States
Week 13: U.S. Foreign Policy
Week 14: Review

成績評価方法

Grades will be determined solely on the basis of a final examination.

テキスト・参考文献等

A textbook will not be used in this course. However, the instructor will provide students with handouts in the form of true/false items that will be used for review purposes. In addition, from time to time the instructor will give students the titles of news articles and websites that appear on the internet that can help deepen one's understanding of various topics.

授業時間外の学習

Each week, students will be expected to review important vocabulary words and phrases from prior classes. In addition, they should read news articles and examine information on websites that are recommended by the instructor.

その他特記事項

(1) アクティブラーニング 
(2) ICTを活用した双方向型授業実施
(3) 実務経験
(4) 課題へのフィードバック方法

(5) その他
The “survey” function on manaba will be used every week in order to allow students to give the instructor feedback on lectures. Students who want to know more about this course can contact the instructor by e-mail at the following address: <gwarren@tamacc.chuo-u.ac.jp>
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<thead>
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<th>Week</th>
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<td>Review</td>
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Grades will be determined solely on the basis of a final examination.
This course focuses on the language and culture of Britain. The course will be conducted in English. The course will comprise a mixture of lecture, reading, listening and discussion. There will also be opportunities to listen to music and radio broadcasts, watch clips from television programmes and films, and to read newspaper and magazine articles. Students will also be expected to do their own research on some of the topics included in the course.

Week 1. Course introduction (explanation of class rules and requirements); Sport in Britain, Part 1 (football)
Week 2. Sport in Britain, Part 1 (football issues and business)
Week 3. Sport in Britain, Part 2 (rugby, cricket, tennis, etc.)
Week 4. Sport in Britain, Part 2 (rugby, cricket, tennis, etc.)
Week 5. Media in Britain 2 (introduction to television and radio)
Week 6. Media in Britain, Part 2 (television and radio: memorable & popular programmes)
Week 7. Media in Britain, Part 2 (television and radio: issues in the broadcast media)
Week 8. Music in Britain, Part 1 (classical music)
Week 9. Music in Britain, Part 1 (folk music)
Week 10. British holidays and festivals, Part 1 (Christmas & New Year, Easter)
Week 11. British holidays and festivals, Part 2 (Other holidays and special days)
Week 12. Music in Britain, Part 2 (popular music, 1930s-1970s)
Week 14. Review of the main themes covered

Grades will be based on student class work (25%), homework (25%), normal points (25%), and an end-of-term test (25%). Test feedback scores will be available on the web site. Retesting will not be available. There is an absence limit of 30% of classes and a lateness limit of 20 minutes.

There is no required text for this class. All handouts will be provided by the teacher.

Students will be required to do a small amount of homework using the Study Centre (on the web site) related to each topic studied in the course. This will help check the students’ understanding of the material and to prepare for the test at the end of the semester.
Students who want to know more about this course may contact the instructor at the following email address: chuo2020@woellertond.com
Globalisation in crisis? Analysis and critical thinking about contemporary international relations.

During the past few years the word globalisation has appeared repeatedly in the media. The expression 'globalisation' has become impossible to ignore. But what is 'globalisation'? Is it the same as 'internationalisation'? To try to answer these questions, we shall follow events in the global economy and international relations as they unfold during the fourteen weeks of the semester. The seminar is conducted in English and is aimed at very motivated students who are very much interested in what is happening in the world today and who want to challenge themselves. This seminar is discussion-driven. It is very important, therefore, that students intending to take the Economics Seminar are willing and eager to participate actively in class, especially by asking questions.

Assessment is based upon attendance, participation in class, short presentations and written work (one report). Active participation in the Economics Seminar is essential and is a major part of student assessment.

Evaluation: classroom participation 30 per cent; presentations 40 per cent; report 30 per cent

There is no set text. Reading material will be provided. Students must bring a PC or Tablet to all classes.

Students must read the assigned texts before each class and prepare their presentations.
This course provides the introduction to game theory, including its some applications for economics, political science, and sociology. All handouts for this class will be attached on manaba. Students should download these before each session. In each session a few questions will be given as the home work. The problems in the examination will consists of these questions.

Though game theory covers so many fields of social sciences, it is not so difficult to understand the basic of this theory. To get the basic idea, highly mathematical knowledge is not needed. Logical thinking is important. Now, game theory becomes a scientific and common language to analyze social phenomena. Let’s try to master this useful and beautiful mathematical language!

Reference book


Students need not to buy this book. If you willing to know game theory more deeply, this book is strongly recommended.

All handouts for this class will be attached on manaba. Students should download these before each session.

Students are expected to read the handouts and solve the homework after each session.
This class will be delivered entirely in English and all participants are requested to have a TOEFL score over 500 (paper-based) or over 61 (internet-based) or an equivalent proficiency level.

In the class, we study several representative Japanese Industries through lectures (2nd to 10th). After that, participants should choose one industry, conduct research and make a report on your research result in turn. Participants are requested to express your own thoughts and voluntarily discuss on the topic with other participants.

Grades will be based on percentage of attendance, performance of discussion and presentation. Assignments and Presentations: 100%

Basically you will have homework almost every week. you should tackle it with your group members. If you do not have a confidence in your English capability, you also should practice English of speaking and listening by the methodology which the lecturer will introduce at guidance.

(1) アクティブラーニング [Yes]
Participants organize several groups and research and prepare presentation materials by groups.

(2) ICTを活用した双方向型授業実施 [Yes]
We will use powerpoint materials in the class.

(3) 実務経験 [Yes]
The professor will teach not only knowledge and insights of Japanese Industries but also a method to conduct group work based on his practical experiences as a consultant.

(4) 課題へのフィードバック方法
The professor will feed back to your presentation and output immediately in the class.

(5) その他
授業の概要
＜科目ナンバー＞OT103III
＜学位授与方針と当該授業科目の関連＞
この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学の知識教養に裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を明確に把握することができる）の修得に関わる科目です。
＜概要＞
本演習は反転授業を取り入れたアクティブラーニングで、英語で経済学の基礎を学びます。具体的に、①受講生は動画による事前学習を行い（英語での授業・レベルは基礎ミクロ・基礎マクロに準ずる）、②事前学習の内容に関連するトピックについて、グループディスカッションおよびプレゼンテーションを行います。受講生は各自で知識をインプットする機会であり、事前学習を前提に授業内では意見をアウトプットします。グループの有意義なディスカッションおよびプレゼンテーションのためにも、受講生全員が事前学習を行うことが必須要件です。また、毎回の出席およびグループワークへの積極的な参加が強く求められます。

授業計画
1. オリエンテーション（mini-TOEFL test）
2. ニクロ経済学の事前学習と授業での議論（Supply, Demand and Market Equilibrium）
3. ニクロ経済学の事前学習と授業での議論（Scarcity and Preferences）
4. ニクロ経済学の事前学習と授業での議論（Production Decision）
5. ニクロ経済学の事前学習と授業での議論（Consumer and Producer Surplus）
6. ニクロ経済学の事前学習と授業での議論（Forms of Competition）
7. ニクロ経済学の事前学習と授業での議論（Game Theory）
8. マクロ経済学の事前学習と授業での議論（GDP: Measuring National Income）
9. マクロ経済学の事前学習と授業での議論（Income and Expenditure: Keynesian Cross and IS-LM Model）
10. マクロ経済学の事前学習と授業での議論（Monetary System）
11. マクロ経済学の事前学習と授業での議論（Inflation: Measuring the Cost of Living）
12. マクロ経済学の事前学習と授業での議論（Aggregate Demand and Aggregate Supply）
13. マクロ経済学の事前学習と授業での議論（Foreign Exchange and Trade）
14. これまでの総括（mini-TOEFL test）

成績評価方法
事前学習：40%
出席および授業参加：60%

授業時間外の学習
動画による事前学習が強く求められます。該当箇所は初回授業で伝えるとともに、途中で変更がある場合はその都度通知します。

その他特記事項
（1）アクティブラーニング [ あり ]
学生による事前学習を前提として、授業内ではディスカッションおよびプレゼンテーションを行う反転授業です。
（2）ICTを活用した双方向型授業実施 [ あり ]
responを使用し、毎回の授業の理解度、グループワークの満足度や課題点を教員と受講生同士で共有します。
（3）実務経験 [ ]

（4）課題へのフィードバック方法

（5）その他
科目名: 特別講義IV (Topics in Economics)

履修年度: 2020 学期: 後期
開講曜日時限: 火3
配当年次: 1年次配当

担当教員: 中村 彰宏

授業の概要

Topics in Economics (SoGo Kouza III)

科目目的・到達目標

Participants will understand primary concepts of Microeconomics and their applications.

授業計画

1. Introduction: How economists think?
2. Consumer behaviors
3. Producer behaviors
4. Perfect competition
5. Monopoly market
6. Dominated strategies
7. Iterative deletions of dominated strategies
8. Best response strategies
9. Coordination
10. Exam
11. Price regulation
12. Enter/Exit regulation
13. Market definition
14. Sustainable development

Contents above might be changed based on consultation with the participants

成績評価方法

Exam(70%), Assignments(30%)

テキスト・参考文献等

Reference books and materials would be announced in the first class.

授業時間外の学習

Participants are expected to review the technical words referred in the classes via online/books after them.

その他特記事項

(1) Active Learning [Yes]
By using Google Form or other ICT tools, the instructor will give comments on the participants’ answer to quiz assigned in the class.

(2) Interactive Lectures using ICT tools [Yes]
By using Google Form or other ICT tools, the instructor will give comments on the participants’ answer to quiz assigned in the class.

(3) Instructor’s Experiences [Yes]
The topics in this class will include real world examples in policy making based on the instructor’s work experience in the government.

(4) Feedback to the assignment
The instructor will give a comment on the assignment in the class.

(5) Others
The participants should put the phone on silent.
授業の概要
＜科目ナンバー＞OT104IV
＜学位授与方針と当該授業科目の関連＞
この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学の知識教養に裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を的確に把握することができる）の修得に関わる科目です。
＜概要＞
The theme of this course is developing understanding about Japanese industrialization process and its character of economic development. Knowing Japanese past experience, it would help students to understand how present Japanese society and economic structure were established. And the knowledge would also help to understand development economics theory or other developed countries’ present situation.

授業計画
Students are requested to make several presentations about each chapter of the textbook, listed below. The presentation should be not only summarize of the chapter, but also containing the presenter’s own research. Original research should be developed from the textbook’s theme.

Plan for the course:
1. Introduction (Students must decide the date of their presentations)
2-14. Presentation by each student

(For example,
2. How revolutionary the Industrial Revolution was
3. Overview of Japanese economic development
4. Pre-modern Japanese economy; its specific character and continuity
5. Light industry as leading sector for industrialization
6. Zaibatsu, huge family business as national leading company
7. Long way to mature; the era of Heavy industry’s training
8. Industry as Infrastructure; Finance sector and locomotive industry
9. Economic development in local area
10. Overview of modern Japanese economy
11. Japanese economy during war-time and occupied era
12. Social and economic structure’s change in post-war period
14. Japanese economy in present days; view with international comparison)

成績評価方法
Presentation (60%), Class attendance and contribution (40%)

テキスト・参考文献等

授業時間外の学習
Preparation for own presentation.

その他特記事項
（1）アクティブラーニング

（2）ICTを活用した双方向型授業実施

（3）実務経験

（4）課題へのフィードバック方法

（5）その他
授業の概要

This class is to be gradually and principally proceeded in English, and students are required to present trends of global economies, using basic statistical data by Excel and Power Point under the instruction by lectures at first and then students themselves (so called 'turn around' lectures and presentations).

Through such practices and processes, this course's aim is to acquire to today's fundamental knowledge of major countries' growth 'orbit', mutual relationship systematically.

科目目的・到達目標

This course introduces fundamental knowledge of macro economic statistics such as GDP, Flow of Funds, and Foreign Payment Balance of Japan, US, China, and South Korea. Using Excel, we treat such fundamental data basically in order to prepare understand today's changing global economy.

授業計画

1. Introduction: How economists think?
2. Consumer behaviors
3. Producer behaviors
4. Perfect competition
5. Monopoly market
6. Dominated strategies
7. Iterative deletions of dominated strategies
8. Best response strategies
9. Coordination
10. Exam
11. Price regulation
12. Enter/Exit regulation
13. Market definition
14. Sustainable development

Contents above might be changed based on consultation with the participants

成績評価方法

Your final grade will be calculated following process: assignment(60%), presentation and contribution(40%)

授業時間外の学習

Data to be used:
- Official GDP, Flow of Funds, and Balance Payment data.
- Reference books and data are to be introduced as necessary.

その他特記事項
授業の概要

＜科目ナンバー＞OT104IV
＜学位授与方針と当該授業科目の関連＞

この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学の知識教養に裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を的確に把握することができる）の修得に関わる科目です。

＜概要＞

この授業では、ICTと経済活動の関係について、その概要を学ぶ。ICTの基本知識、ICTのビジネス領域での利用の歴史、金融とICTの関係、現在の様々なICTビジネスの現状について、内外の産業界の最新動向も随時組み入れながら解説する。

授業計画

1. Basics of ICT hardware/software
2. Network
3. History of Economic Development
4. History of Telecommunication and Economic Development
5. Finance and ICT
6. ICT and Corporate Activities
7. Renowned ICT companies
8. GAFA and the Future World
9. Financial Engineering
10. Bitcoin
11. Judiciary and IT (Computerization Judiciary)
＜Prior announced assignment (Case Study of Relationship between ICT and Economy)＞
12. Recommendation Techniques
13. Image Processing and Business
14. Course Summary

成績評価方法

The evaluation will be an integration of; Class attendance (30%), Performance in Class (30%), Assignments/Written Test results (40%).

テキスト・参考文献等

The material will be distributed in class, or when necessary reference books or URL will be notified.

授業時間外の学習

It is recommended that active participation in exhibitions, workshops, outside conferences, and other events to learn the latest trends and tendencies.

その他特記事項

All lesson material will be released on “manaba”. The same system will be used for tests and assignments. Preparation for lessons should be made before exercise in a lab using the learning support system “manaba”.
授業の概要

＜科目ナンバー＞OT201I
＜学位授与方針と当該授業科目の関連＞
この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学の知識教養に裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を的確に把握することができる）の修得に関わる科目です。
＜概要＞
In the class, we will conduct case study of representative companies and global leaders in turn. First the professor will deliver lectures regarding global leadership (corporate leadership and human leadership) and methodologies to conduct case study. Second participants organize several groups and decide their target companies or global leader, and then, conduct their group works.

科目目的・到達目標
Participants will learn how to identify, address, and find solutions on leadership agendas business executives are likely to face in global business scenes. Through lecture and analysis on real cases, participants will be able to study on essence of global leadership.

授業計画
Guidance
Self Introduction and grouping
Lecture on basic theory of Business Management
Lecture on Global companies with significant leadership
Report and Discussion on case analysis 1
Report and Discussion on case analysis 2
Report and Discussion on case analysis 3
Report and Discussion on case analysis 4
Lecture on Human leadership 1
Lecture on Human leadership 2
Report and Discussion on leadership 1
Report and Discussion on leadership 2
Report and Discussion on leadership 3
Report and Discussion on leadership 4

成績評価方法
Grades will be based on percentage of attendance, performance of discussion and presentation.
Attendance, performance of discussion and presentation: 100%
You are required to attend more than 9 classes, otherwise you cannot get an academic credit.

授業時間外の学習
Basically you will have homework almost every week.
you should tackle it with your group members.
If you do not have a confidence in your English capability, you also should practice English of speaking and listening by the methodology which the lecturer will introduce at guidance.

その他特記事項
(1) アクティブラーニング ［Yes］
Participants organize several groups and reserach and prepare presentation materials by groups.

(2) ICTを活用した双方向型授業実施 ［Yes］
We will use powerpoint materials in the class.

(3) 実務経験 ［Yes］
The professor will teach not only knowledge and insights of global leadership but also a method to conduct group work based on his practical experiences as a consultant.

(4) 課題へのフィードバック方法
The professor will feed back to your presentation and output immediately in the class.

(5) その他
授業の概要
この科目は、現実把握力（経済学の専門知識及び社会・人文・自然科学の知識教養に裏付けられた広い視野に立った柔軟な知性に基づき、現実の経済現象を的確に把握することができる）の修得に関わる科目です。

授業計画
1. Introduction
2. Balance of payments(1)
3. Balance of payments(2)
4. Elasticity Approach and J-Curve Effect
5. Exchange rates and the foreign exchange rate market
6. Asset Approach
7. Money, Interest Rates, and Exchange Rates
8. Purchasing Power Parity and the Balassa-Samuelson Effect
9. Monetary Model to Exchange Rates
10. Portfolio Balance Model
11. Mundell-Fleming Model under the Floating Exchange Rate Regime
12. Mundell-Fleming Model under the Fixed Exchange Rate Regime
13. Review
14. Final Examination

成績評価方法
Grading will based on attendance・homework 40% and an Open-book final examination 60%.

テキスト・参考文献等

授業時間外の学習
To improve the understanding, there is assigned home work after each lecture. All students need to prepare and review every class and solve take-home assignments every week. You need to understand what you are studying, whether it is conceptual or analytical. Be an active student. Ask yourself such questions as:
What is the purpose of this concept or formula?
Why is it important?
How does the instructor or author demonstrate its importance?

その他特記事項
（1）アクティブラーニング
（2）ICTを活用した双方向型授業実施
（3）実務経験
（4）課題へのフィードバック方法
（5）その他
In this Course, the latest global economic issues in various areas such as trade, energy, new business, development, etc. will be explained and discussed. Lecturer will prepare for discussion points and take lead, while students are expected to join the discussion proactively. In addition, company/organization visit(s) and/or lecture(s) by external expert(s) would be considered.

No special textbooks.
Handout materials will be distributed when necessary.
References including websites will be indicated during the class.

Attendance: 20%
Examination: 40%
Contribution to discussion of classes: 40%
Less than 70% attendance = “E”

Active learning: Yes
Discussions and/or presentations are planned in most of classes
ICT during the class: No
Practical experiences: Yes
Instructor has worked at: Keidanren (Japan Business Federation), Japanese Mission in Geneva and Mitsubishi UFJ Research & Consulting
Company/organization visit(s) and/or lecture(s) by external expert(s) would be supported by practitioners.
Feedback for assignments
In-class presentation in each class would be followed by feedback discussion and comments
E-mails will be used for communication between students and Instructor, since exchange students who cannot access manaba are expected to take this course.
科目名: Economics Seminar II

履修年度: 2020 学期: 後期
担当教員: マサレラ デレク ビーター

開講曜日時限: 金4
配当年次: 3年次配当

授業の概要

Globalisation in crisis? Analysis and critical thinking about contemporary international relations.

授業計画

During the past few years the word globalisation has appeared repeatedly in the media. The expression globalisation 'グローバル' has become impossible to ignore. But what is 'globalisation'? Is it the same as 'internationalisation'? To try to answer these questions, we shall follow events in the global economy and international relations as they unfold during the fourteen weeks of the semester. The seminar is conducted in English and is aimed at very motivated students who are very much interested in what is happening in the world today and who want to challenge themselves. This seminar is discussion-driven. It is very important, therefore, that students intending to take the Economics Seminar are willing and eager to participate actively in class, especially by asking questions.

成績評価方法

During the semester, students must keep themselves informed about what is happening in the world. Assessment is based upon attendance, participation in class, short presentations and written work (one report). Active participation in the Economics Seminar is essential and is a major part of student assessment.

成績評価方法: classroom participation 30 per cent; presentations 40 per cent; report 30 per cent.

テキスト・参考文献等

There is no set text. Reading material will be provided. Students must bring a PC or Tablet to all classes.

授業時間外の学習

Students must read the assigned texts before each class and prepare their presentations.

その他特記事項

(1) アクティブラーニング なし

(2) ICTを活用した双方向型授業実施 なし

(3) 実務経験 なし

(4) 課題へのフィードバック方法

(5) その他

Students must attend all classes unless they have a valid reason for being absent. In case of absence, students must send me an e-mail. E-mail address: massa@tamacc.chuo-u.ac.jp.
The aim of this course is to improve students' writing ability in English through writing on familiar themes, and, with the use of a correction code, correcting their own mistakes.

The objective of this course is to improve students' English writing to the extent that they are able to write confidently and accurately about a range of topics.

1 Course introduction
2 My favourite song
3 My favourite season
4 My favourite movie
5 The best day of my life
6 My favourite picture
7 A person who is important to me
8 My favourite sport
9 My favourite place
10 A famous person
11 My favourite television programme
12 What we can do for the environment
13 A trip I went on
14 Corrections

100% of the students' final grade will be the average of the grades they have received for their assignments.

No textbook will be used in this class

Students will need to work on their assignments outside class.
The aim of this course is to improve students’ writing ability English through writing on familiar themes, and, with the use of a correction code, correcting their own mistakes.

The objective of this course is to improve students’ English writing to the extent that they are able to write confidently and accurately about a range of topics.

1. My room
2. My favourite fictional character
3. My best free time activity
4. My favourite book
5. My hometown
6. University life
7. A news story
8. Three wishes
9. My favourite food
10. How to deal with a bad day
11. The best city to live in
12. Christmas
13. The future of Japan
14. Corrections

100% of the students' final grade will be the average of the grades they have received for their assignments.

No textbook will be used in this class.

Students will need to work on their assignments outside class.
The focus of this reading course is extensive reading, which involves reading short and accessible texts of the students’ choosing. Students will complete regular assignments on these short and easy texts, including writing reports, presenting summaries, etc. In addition, three times in the semester, students will also take part in intensive reading of unsimplified and challenging nonfiction essays. In order to accomplish this more difficult reading task, students will learn to implement a comprehensive reading strategy that will be explained in class. Students will also practice speed reading and work on developing their vocabulary skills.

The aim of this course is to help students improve their reading skills in English. By working through the assignments, they should be able to increase their reading speed, comprehension of texts, vocabulary knowledge, and ability to talk about their reading clearly. In addition, they will learn a reading strategy that is useful for a wide variety of texts.

Class 1 Introductions to the class and to each other, Explanation of extensive reading (ER) and related class assignments
Class 2 speed reading practice 1, ER assignment 1 and related activities
Class 3 speed reading practice 2, ER assignment 2 and related activities
Class 4 speed reading practice 3, Intensive Reading Practice for nonfiction essay 1
Class 5 speed reading practice 4, Follow-up Work with nonfiction essay 1
Class 6 speed reading practice 5, ER assignment 3 and related activities
Class 7 speed reading practice 6, ER assignment 4 and related activities
Class 8 speed reading practice 7, Intensive Reading Practice for nonfiction essay 2
Class 9 speed reading practice 8, Follow-up Work with nonfiction essay 2
Class 10 speed reading practice 9, ER assignment 5 and related activities
Class 11 speed reading practice 10, ER assignment 6 and related activities
Class 12 speed reading practice 11, Intensive Reading Practice for nonfiction essay 3
Class 13 speed reading practice 12, Follow-up Work with nonfiction essay 3
Class 14 Semester Wrap-up with Presentations regarding ER work

Grades will be determined on the basis of students’ extensive reading homework assignments and their active participation in all class activities: 20% for active participation in class (students will be assessed each class day); 25% for written and spoken ER assignments; 15% for written intensive reading practices; 30% for intensive reading and vocabulary quizzes; and 10% for final presentation.

There is one textbook for this class: 400 Must-Have Words for the TOEFL Test, by L.J. Zwier and L. Stafford-Yilmaz. For the extensive reading work, students will choose their own texts from the library and bring those to class for the related activities. For the intensive reading work, the teacher will supply the printed copies for the students.

In order to build any skill, regular practice is essential. Therefore, students have weekly assignments, primarily based on their extensive reading work. These texts are designed to be entertaining, so students should be able to enjoy these assignments.
The focus of this second in a series of reading courses continues to be extensive reading, which involves reading short and accessible texts of the students’ choosing. Students will complete regular assignments on these short and easy texts, including writing reports, presenting summaries, etc. In addition, four times in the semester, students will also take part in intensive reading of unsimplified and challenging short works of fiction. In order to accomplish these more difficult reading tasks, students will learn how to answer a variety of key questions used in discussing fictional works. Students will also practice speed reading and work on developing their vocabulary skills.

The aim of this course is to help students improve their reading skills in English, as well as their strategies for reading. By working through the assignments, they should be able to increase their reading speed, comprehension of texts, vocabulary knowledge, and ability to talk about their reading clearly. In addition, they will learn a strategy for understanding and discussing fiction.

Class 1 Welcome to class members, Introductions to the fall semester class, Explanation of extensive reading (ER) and related class assignments, Discussion of activities added for this semester
Class 2 speed reading practice 1 (a new set of readings), ER assignment 1 and related activities
Class 3 speed reading practice 2, ER assignment 2 and related activities
Class 4 speed reading practice 3, Intensive Reading Practice for fictional work 1
Class 5 speed reading practice 4, Follow-up work for fictional work 1
Class 6 speed reading practice 5, ER assignment 3 and related activities
Class 7 speed reading practice 6, Intensive Reading Practice for fictional work 2
Class 8 speed reading practice 7, Follow-up work for fictional work 2
Class 9 speed reading practice 8, ER assignment 4 and related activities
Class 10 speed reading practice 9, Intensive Reading Practice for fictional work 3
Class 11 speed reading practice 10, Follow-up work for fictional work 3
Class 12 speed reading practice 11, ER assignment 5 and related activities
Class 13 speed reading practice 12, Intensive Reading Practice for fictional work 4
Class 14 Semester Wrap-up with Presentations regarding ER/IR work

Grades will be determined on the basis of students’ extensive reading homework assignments and their active participation in all class activities: 20% for active participation in class (students will be assessed each class day); 20% for written and spoken ER assignments; 20% for other homework; 20% for intensive reading and vocabulary quizzes; 10% for group leader work; and 10% for final presentation.

There is one textbook for this class: 400 Must-Have Words for the TOEFL Test, by L.J. Zwier and L. Stafford-Yilmaz. For the extensive reading work, students will choose their own texts from the library and bring those to class for the related activities. For the intensive reading work, the teacher will supply the printed copies for the students.

In order to build any skill, regular practice is essential. Therefore, students have weekly assignments, primarily based on their extensive reading work. These texts are designed to be entertaining, so students should be able to enjoy these assignments.
This course examines the development of American consumer society in the twentieth-century. Students will familiarize themselves with key concepts of consumer culture and society, and develop their academic English language through readings on American consumer culture.

The theme of the textbook is “Food Color and Business.” Why are food in some countries more colorful than others? Why do we feel that certain colors appear “tasty,” “fresh,” or “natural”? Is what you believe to be the “natural” color really natural? Based on a state-of-the-art scholarship about marketing of senses and food industry, we will discuss and explore these issues.

This course aims to teach students about American consumer society, how to read academic English, how to express their own views in academic English, and how to listen to presentations by others and to engage in discussions.

Evaluation will be based on:

a. Weekly Homework 40%: Based on accurate reading of the text.
b. Participation in discussions 40%: Based on preparation on the given topics, and capability to verbally express oneself in English.
c. Final Paper 20%: Based on critical thinking and analysis on American consumer culture, and capability to write academic English.

Reading materials will be provided by the instructor.

教材は教員が準備します。

授業時間外の学習

All students are expected to have finished the readings before each class, and to spend two hours each week outside class for preparation.

読解の補助・ヒントとなる、1) 予習ワークシート 2) 授業内ワークシートを毎回配布します。

必ず課題リーディングを終え、毎週の予習プリントに取り組んだ上で各回の授業に臨むこと。準備時間は週に約２時間。

その他特記事項

This class is designed for intermediate to advanced students. Enrollment is open to all students in the Faculty of Commerce, from freshmen to seniors. High proficiency in English is not required but active participation in classroom activities and eagerness to ask questions are expected.

While this class is generally reserved for the students in the Faculty of Commerce, exchange students belonging to other faculties are also eligible to enroll in this class.

中級者以上向けのクラスです。全年次が履修可能で、例年、1年次から4年次までの履修者が含まれます。授業は全て英語で行います。進度は履修者の英語運用能力に応じて調整するので、分からない時には積極的に質問や要望を寄せてください。
This course examines the development of American consumer society from the late twentieth-century to the early twenty-first century. Students will familiarize themselves with key concepts of consumer culture and society, and develop their academic English language through readings on American consumer culture.

In the fall semester, we will read a text on Starbucks.

This is a small seminar style class, and all discussion will be in English.

授業計画

Week 1 Introduction
Week 2 What does Starbucks represent?
Week 3 Search for “Real” Coffee
Week 4 Conspicuous Spending
Week 5 From Niche to the Mainstream Market
Week 6 Familiar Place
Week 7 Familiarity and Individuality
Week 8 “Second Space”
Week 9 Sense of Belonging
Week 10 Coffeehouse and Community
Week 11 Environmental Protection
Week 12 Recycling
Week 13 Global Peace
Week 14 Reconsidering Ethical Consumerism

成績評価方法

Students missing more than one-third of the classes over the course of the semester will receive no grade, regardless of the reasons for their absence.

Evaluation will be based on
a. Weekly Homework 40%: Based on accurate reading of the text.
b. Participation in discussions 40%: Based on preparation on the given topics, and capability to verbally express oneself in English.
c. Final Paper 20%: Based on critical thinking and analysis on American consumer culture, and capability to write academic English.

出欠が三分の二に満たない場合、単位は認めない。
上記条件下した履修者に対して、以下の基準によって成績を評価する。
a. 毎週の宿題 40%: リーディングの内容の理解度を評価する。
b. ディスカッションへの参加度 40%: 事前に示されたディスカッション・トピックについての準備度と、英語での口頭表現力を評価する。
c. 期末ペーパー 20%: リーディングとディスカッションに基づく、アメリカの消費社会についての独自の考察と、英語での文章表現力を評価する。

テキスト・参考文献等

This class is designed for intermediate to advanced students. Enrollment is open to all students in the Faculty of Commerce, from freshmen to seniors. High proficiency in English is not required but active participation in classroom activities and eagerness to ask questions are expected.

While this class is generally reserved for the students in the Faculty of Commerce, exchange students belonging to other faculties are also eligible to enroll in this class.

授業時間外の学習

All students are expected to have finished the readings before each class, and to spend two hours each week outside class for preparation.

読解の補助・ヒントとなる、1）予習ワークシート 2）授業内ワークシートを毎回配布します。

必ず課題リーディングを終え、毎週の予習プリントに取り組んだ上で各回の授業に臨むこと。準備時間は週に約２時間。

その他特記事項

This class is designed for intermediate to advanced students. Enrollment is open to all students in the Faculty of Commerce, from freshmen to seniors. High proficiency in English is not required but active participation in classroom activities and eagerness to ask questions are expected.

While this class is generally reserved for the students in the Faculty of Commerce, exchange students belonging to other faculties are also eligible to enroll in this class.

中級者以上向けのクラスです。全年次が履修可能で、例年、1年次から4年次までの履修者が含まれます。授業は全て英語で行います。進度は履修者の英語運用能力に応じて調整するので、分からない時には積極的に質問や要望を寄せしてください。
This course will cover theoretical and practical issues on business negotiation. The participants will have 9 cases to practice negotiation and English will be used for class instruction.

Students are expected to learn theoretical and practical issues on Negotiation.

1. Introduction
2. Nature of negotiation (Characteristics & Interdependence)
3. Nature of negotiation (Mutual adjustment & conflict)
4. Case study I (Internal negotiation: Superior and subordinate)
5. Strategy of distributive bargaining
6. Tactics of distributive bargaining
7. Case study II (Internal negotiation: Salary increase)
8. Strategy of integrative bargaining
9. Tactics of integrative bargaining
10. Case study III (External negotiation: Retail business)
11. BATANA
12. Case study IV (External negotiation: B to B)
13. Principled negotiation
14. Fairness
15. Case study V (Negotiation between different organizations)
16. Group meeting I (Planning among group members)
17. Group meeting II (Checking strategies and objectives)
18. Group meeting III (Agreement)
19. Briefing of case study V
20. Communication
21. Power
22. Case study VI (Internal negotiation: Headquarters and subsidiary)
23. Negotiation with hard Bargainer
24. Negotiation with Different Kind of People
25. Case study VII (External negotiation: Public sector and private company)
26. Ethics
27. Reputation, trust and justice
28. Case study VIII (Internal negotiation: Between different sections)
The plan varies according to different circumstances.

Participation=30%
Active participation to class will be the basis for evaluation
Paper=70%
You need to prove that you understand the theory and apply it to your paper.

Textbook: Handouts
References: They will be introduced in class

Preparation and review of classes, and planning of case studies are required. Detailed instruction will be given in class. Depending on the assignments, the time you need to spend will vary.

No credit will be granted to anybody who is absent for 10 times or more unless otherwise he/she has some very persuasive reasons like job-hunting, sickness, etc.
This course will cover theoretical and practical issues on cultural diversity in business. English will be used for class instruction.

Students are expected to learn theoretical and practical issues on business focusing on cultural diversity.

Participation=30%
Active participation to class will be the basis for evaluation

Paper=70%
You need to prove that you understand the theory and apply it to your paper.

Textbook: Handouts
References will be introduce in the class.

Preparation and review of classes, and planning of case studies are required. Detailed instruction will be given in class. Depending on the assignments, the time you need to spend will vary.

No credit will be granted to anybody who is absent for 10 times or more unless otherwise he/she has some very persuasive reasons like job-hunting, sickness, etc.
This course will introduce the institutional framework of corporate governance. We will start by examining recent corporate scandals and then explain what governance means and why it is needed. We will then discuss governance in the context of the modern corporation, where ownership and control are separated. The focus will be on the classic principal agent problem between outside shareholders and managers. We will analyze the various governance institutions, instruments and mechanisms like management compensation, board of directors, internal control structures, capital markets and managerial labour markets. We will also consider how other actors like banks, auditors or rating agencies influence corporate governance. Theoretical concepts will be explained with reference to company case studies from the US, Japan and Germany.

In this course students will acquire basic knowledge about corporate governance and the institutions, instruments and mechanisms available to protect the interests of outside shareholders. They will not only learn theoretical concepts, but also gain insights into how these concepts are applied in today's corporate world. The course will enable them to understand the nature and causes of corporate scandals, to evaluate corporate governance reports and to assess corporate governance structures.

Regular attendance is required.
Mid term homework 30%
Written end of term exam 70%
Details will be explained during class.

No particular textbook
Reference book
Further references and materials will be uploaded on manaba during the semester.

Students are required to study the references and the materials provided to them during class.
Collecting information for the mid term homework.
Marketing is often defined as advertising - a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don’t want. Marketing involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from competition. In between, rigorous analysis of the competition, the customer, the environment, and the company’s own capabilities are required. The second set of activities revolves around the “marketing mix” - letting the consumer know about the product in an attention-getting, convincing, and motivating way, getting it to the consumer through the best combination of distribution channels, pricing it effectively, and offering incentives to try, purchase, and purchase more. At any point along the way, failure to get one of these activities right may result in the failure of the product. Positioning is the key to product success, but even a perfect product with brilliant positioning won’t last long if its benefits are not clearly communicated to the right people, if its price is too high or too low, if it is sold through the wrong retailers, or displayed poorly.

In this course, students will be introduced to the principles underlying these activities and given opportunities to analyze markets and formulating strategy. The objectives of this course are therefore aimed to:
1. Introduce students to the concepts, analyses, and activities that comprise marketing management,
2. Help students sharpen their analytical skills and show them how to use these skills to assess and solve marketing problems, and
3. Give students an opportunity to refine their oral and written communication skills.

Week 1
1. Introduction to the course, including course description, outline, and lecture topics.
2. Ch1 - An overview of marketing

Week 2
Ch2 - Marketing planning and strategy
Case study

Week 3
Ch3 - Ethics and the marketing environment
Case study

Week 4
Ch4 - Consumer decision making
Case study

Week 5
Ch5 - Business marketing

Week 6
Midterm consolidation

Week 7
Midterm Exam

Week 8
Ch6 - Segmenting and targeting markets
Case study

Week 9
Ch7 - Insight management research
Case study

Week 10
Ch8 - Product concepts
Case study

Week 11
Ch9 - Developing and managing products
Case study

Week 12
Ch10 - Services, non-profit and other intangibles
Case study

Week 13
Ch11 - Marketing channels and distribution decisions
Case study

Week 14
Course consolidation
成績評価方法
1. Participation - 20%
2. Projects/Quizzes - 30%
3. Midterm Exam - 25%
4. Final Exam - 25%

テキスト・参考文献等

授業時間外の学習
1. Students are required to take at least one hour to read the assigned chapter before the lecture.
2. During the class, students are required to participate in case discussion.
3. After each class, students are required to take at least one hour to review the course contents and cases in the class.

その他特記事項
The object of this lecture is to learn how the development of information technology has influenced the corporate management strategy. Therefore, students are required to understand the basic concepts and the latest trends mainly in business strategy, marketing, supply chain, organization, and knowledge management related to information technology. This course includes active learning using methodologies, methods and logical thinking to solve issues related to strategy, IT and operations.

The goal of the lecture is for students to gain a concrete understanding of the IT strategies of a global company from the case and develop a strategic perspective on corporate management.

Class attendance is mandatory. Students’ final grades are calculated by weighting the end-term examination (70%), reports (20%), and class contribution (10%). Students will be asked to complete a report by each instructor.

Students are required to read the material or its part regarding class topics to be lectured before every class. Each lecture preparation will take around two hours. They are also asked to go over what they learned at class after every lecture. Each lecture review will take around two hours.

Students are encouraged to demonstrate their ideas, perspectives, and insights before the instructor and their classmates at class.
<table>
<thead>
<tr>
<th>科目名：アントレプレナール論</th>
<th>担当教員：未定</th>
</tr>
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<tbody>
<tr>
<td>履修年度：2020</td>
<td>開講曜日時限：他</td>
</tr>
<tr>
<td>学期：秋学期</td>
<td>配当年次：2年次配当</td>
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履修条件・関連科目等

授業の概要

科目目的・到達目標

授業計画

成績評価方法

テキスト・参考文献等

授業時間外の学習

その他特記事項
Overview
Marketing itself shall be considered as a part of a management strategy. One's capability for marketing requires to cover concept design as well as product planning, in collaboration with R&D, manufacturing, and sales. Marketability becomes critical when it comes to considering differentiation within the competitive market. You will be learning this through gamification exercises.

Preparation1: PC
- PC shall be connected on line
- Browser such as Chrome, Edge, etc. is recommended to update (but the old version of IE will not be working for the given gamification system)
- Note PC is better than a tablet
- skill for PowerPoint, word, pdf, and excel will be required

Preparation 2: Smartphone
- Smartphone installed with a camera will be used in place of raising your hands (QR code will give you at a class)
- To be discussed unless you have the above smartphone

Day of the week
Every other week on Fridayview
Marketing itself shall be considered as a part of a management strategy. One’s capability for marketing requires to cover concept design as well as product planning, in collaboration with R&D, manufacturing, and sales. Marketability becomes critical when it comes to considering differentiation within the competitive market. You will be learning this through gamification exercises.

Preparation1: PC
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- Note PC is better than a tablet
- skill for PowerPoint, word, pdf, and excel will be required

Preparation 2: Smartphone
- Smartphone installed with a camera will be used in place of raising your hands (QR code will give you at a class)
- To be discussed unless you have the above smartphone

Day of the week
Every other week on Friday, continuous 45h-6th due to exercise

Language
To be considered but probably Half English, half Japanese (The important thing is not the language itself but learning global marketing). Will be discussed with students

Way of learning
First half by lecture, latter half by exercise as group work or presentation

Communication
Slack (notification function shall be downloaded)

Layout
Expect the layout of desks would be set as group work, otherwise, you are requested to do so before starting class

Web system for exercise for your reference
HTML5

Teacher’s experiences at work
- ITOCHU Corporation for 15 years including resident in Algeria
- Management Consulting firm (PwC, IBM global service) for 10 years
- Volvo group trucks (Asia Pacific Strategy group) for 5 years
- Engineering company to develop PANASONIC brand devices such as TV, Camera, Video, Projector, etc. for 4 years

科目目的・到達目標
Understand important things needed for global marketing, and be able to explain outline an approach including framework

授業計画
Day1
1st half: guidance
latter half: marketing basics (marketing 4ps)
Day2
1st half: brand positioning
latter half: group work
Day3
1st half: guest speaker as a case (ex-GM/Toyota top engineer)
latter half: group work
Day4
1st half: concept design
latter half: group work
Day5
1st half: CAGE distance framework & globalization+ choosing direction (3A strategy)
latter half: group work
Day6
1st half: AddingValueScoreCard
latter half: group work
Day7
1st half: market entry (Evolutionary model of internationalization)
latter half: group work
※The above will be changed subject to progress etc.

成績評価方法
Degree of involvement 40%
Attendance 20%
Assignment/presentation 30%

Degree of involvement: to evaluate how students take part in lecture/group work
Presentation: feedback on real time
Assignment: to evaluate the understanding of important things as well as expression in a good way

授業時間外の学習
An assignment shall be required within the instructed lead time

その他特記事項
This course will teach corporate governance from a comparative multi-stakeholder perspective. Despite the progressive globalization of markets and business, systems of corporate governance have retained distinct national characteristics. After introducing the general notion of corporate governance as a system, we will describe and analyze the specific characteristics of the US, the Japanese and the German systems of corporate governance and discuss how they relate to their respective national systems of capitalism. We will then explore whether the competing national systems of corporate governance can be expected to converge to a global standard or whether they will remain distinct. Taking a multi-stakeholder perspective we will, in the final part of the course, study the relationship between corporate governance and risk management as well as corporate social responsibility.

No particular textbook

Reference book

Further references and materials will be uploaded on manaba during the semester.

Students are required to study the references and the materials provided to them during class.

Collecting information for the mid term homework.
Finance is a way of thinking about economic problems that involve uncertainty over time. This course is designed to provide an introductory framework for understanding how managers think from a financial perspective, how they break down components of a financial problem, and how they make decisions as investors and corporations in the financial market. By the end of the semester, students will be familiar with financial vocabulary, understand aspects of financial theory, develop skills in financial computation, and appreciate the underlying financial mindset as well as incentives involved when solving problems of finance. Students will learn how to determine risk, how to make decisions, and how to value an investment as a potential financial opportunity.

The goals of this course are to enable students not only to conduct financial analysis, but also learn to make business decisions backed up by financial analysis within modern complicated business environments. To achieve these goals, various teaching methods are applied, including lectures, group projects, and case studies.

Week 1
Course Outline
Ch1 An Overview of Managerial Finance

Week 2
Ch2 Analysis of Financial Statements #1

Week 3
Ch2 Analysis of Financial Statements #2

Week 4
Ch3 The Financial Environment: Markets, Institutions, and Investment Banking

Week 5
Ch 4 Time Value of Money

Week 6
Ch 5 The Cost of Money (Interest Rates)
Midterm consolidation

Week 7
Midterm Exam

Week 8
Ch6 Bonds (Debt) --Characteristics and Valuation #1

Week 9
Ch7 Stocks (Equity) --Characteristics and Valuation #1

Week 10
Ch7 Stocks (Equity) --Characteristics and Valuation #2

Week 11
Ch8 Risk and Return #1

Week 12
Ch 9 Capital Budgeting Techniques

Week 13
Ch10 Project Cash Flows and Risk

Week 14
Course consolidation

1. Participation – 20%
2. Projects/Quizzes – 30%
3. Midterm Exam – 25%
4. Final Exam – 25%

Students are required to bring a calculator when taking this course. Specific calculator requirement will be described in class. Please note that the use of calculator function on cellphone is NOT allowed in class.
科目名：人的資源論
履修年度：2020 学期：秋学期

担当教員：鈴木 俊光
配当年次：2年次配当

授業の概要
Human resource management (HRM) can be defined as the effective use of human resources in an organization through employee management. This course provides an overview of HRM functions. Students learn theories and applications of HRM, statistical facts and systematic thinking in the field of human resources.

科目目的・到達目標
HRM plays a central role in an organization success, therefore knowledge and skills of HRM are crucial abilities for global business leaders.

By the end the course the student will be able to:
・acquire basic knowledge of HRM and be familiar with the key concepts and terminology
・understand the contribution of human resources to organizational outcomes
・acquire problem-solving skills related to human resources
・apply knowledge and skills of HRM to solve real-life problems

授業計画
1. Introduction to HRM
2. Recruitment and Selection
3. Training and Developing Employees
4. Exit Management
5. Organizational and Job Design
6. Mid-term Examination : Sorting and Investing in Employee
7. Employee Performance Management
8. Reward and Motivation
9. Career Management
10. Executive Pay
11. Benefits
12. Entrepreneurship and Intrapreneurship
13. The Employment Relationship
14. Review : Application of HRM

成績評価方法
Semi-Final Exam (Session 2-5) 40% : Students must be able to make connections across concepts, theories and practice associated with Session 2-5.
Final Exam (Session 7-13) 40% : Students must be able to make connections across concepts, theories and practice associated with Session 7-13.
Assignment (Case Study) 20% : Students must submit a case report for any one topic in the above course plan (except for Session 1, 6 and 14).

テキスト・参考文献等
Reference Book(In Japanese): エドワードP. ラジアー著、『人事と組織の経済学』、日本経済新聞社

授業時間外の学習
It is minimum necessary that the students read the textbook and resume before each class.
(At least 4 Hours)

Further independent studies:
Students had better follow the current issues regarding HRM through TVs, newspaper, and the Internet on a daily basis. Knowing the statistical facts related HR issues, useful information is published in the following site.
:OECD data https://data.oecd.org/
:Euro stat https://ec.europa.eu/eurostat/home

その他特記事項
Global society is accelerating. Many companies are considering diversity management as one of their business strategies. Diversity means literally “multifariousness”. It means the philosophy of creating a society where diverse people can coexist and live in symbiosis with others. There are many variations within an organization, such as gender, age, nationality, religion, customs, values, ways of working, unique style, set of preferences and interests. Work styles are diversifying, and diversification within an organization is becoming increasingly and complex. You need to understand something special that people have. We can not determine their thinking and their behavior from their cultural background. Diversity management is a management strategy that accepts and utilizes these factors to respond promptly and flexibly to accelerate the changes in the business environment, and to increase profits. In this lecture, I will explain the basic knowledge of diversity management, why companies have come to focus on this, and what are the issues. Students consider what kind of “communication” is needed in a society where diversity management is promoted.
Because of risks are everywhere and all around us, we must identify and make a response to risks in some manner. Therefore risk management is necessary. This course designed for the student with no previous knowledge of risk management. The lecture focus on the meaning of risk and risk management in social life and business organization. After explaining the basic concepts of risk management, such as meaning of the word “risk” and related terms, psychological aspects of risk and some other things, a detailed discussion will be given about risk management processes (in particular, examine the way how in which business and society make an assessment of, control and transfer risk types and assessment of risks), and also practice of risk management in both individuals and business organization using case studies.

Aims and objectives of this course is for students to acquire and extend their understanding of the basic principles discipline of risk management, including how risk management links to general insurance and complements to achieve corporate goal in business organizations. Specifically:
- able to demonstrate basic principles of risk management
- to acquire problem resolving skills thorough case studies of risk management (risk mapping).  
- to learn basic knowledge about general insurance (consumer insurance and business insurance).
- to engage students in active discovery of risk management principles.

Student grades will be calculated as follows:
Term-end examination (60%), Small test (20%) and Attendance (20%) (Attendance will be taken at random).

References (handouts) are provided, when needed.

Students are required to prepare and review repeatedly for each lecture.
Students are expected to read the materials carefully.

Questions are accepted at any time (after class, in particular).
This course assumes students have basic knowledge of microeconomics.

Students will learn the basic concepts necessary to understand the principles of corporate or organizational activities and decision-making using economic tools. Business economics is the application of micro-economic principles to topics of concern to managers of firms. To learn various business disciplines with quantitative methods to find optimal solutions to business problems is the target of this course. Based on the knowledge the behaviors of firms can be understood. The course starts with the review of fundamental microeconomics. Then, checking basic concepts of microeconomics how they explain the decision-making of firms in more realistic contexts step by step.

The target of this course is that students who participate in this course can explain specific behaviors of firms or organizations using microeconomic concepts.

1. Introduction to Business Economics (Chap.1)
2. The manager and the firm (Chap.2)
3. Monopoly (Chap.3)
4. Competition (Chap.3)
5. Price Discrimination (Chap.4)
6. Game Theory (Chap.5)
7. Strategy in a Market with two firms (Chap.6)
8. Review
9. Product Differentiation (Chap.7)
10. Entry Deterrence (Chap.8)
11. Vertical and Horizontal Integration (Chap.10)
12. Marketing Economics (Chap.14)
13. Advertising (Chap.15)
14. Review

Class Participation: 30%
Midterm Report: 30%
Final Examination: 40%


Students are required to read each chapter of the textbook before each class.
This course is for students to learn basic concepts of monetary economics, to understand their theories, and to analyze actual issues using those concepts and theories. Understanding about monetary environment is necessary for any global activities these days. This course focuses on necessary knowledge and economic ways of thinking for studying advanced topics in monetary economics and corporate finance. This course also helps those students who are not planning to study further about monetary economics or corporate finance have basic knowledge and economic ways of thinking to consider issues faced in making decisions from the economic point of view. As an approach, we first pick up actual events and issues and then explore the causes and explanations thereby reaching the necessary knowledge and economic theories. In that occasion students are expected to participate discussion actively. Responses will be used to collect opinions to check students' understanding occasionally. Manaba is used to deliver class materials, for students to submit assignments, and to make feedback to those submissions.

Text:

Reference:

Other reference will be introduced in class if necessary.

Course Goals
(a) To be able to explain composition, mechanism, and functions of the financial system.
(b) To be able to analyze monetary and financial events and issues by using data.
(c) To be able to consider and explain financial events and issues theoretically.

Course Outline
Basically, students are required to perform group work and present the results each class except for the first class.

Class 1: Key components of the financial system
Class 2: Money and the payment system
Class 3: Interest rates
Class 4: Term structure of interest rates
Class 5: Financial market efficiency
Class 6: Derivatives and foreign exchange markets
Class 7: Economics of banking
Class 8: Investment banking and other financial institutions
Class 9: Financial regulations
Class 10: Central banking
Class 11: Monetary policy tools
Class 12: Monetary policy and international finance
Class 13: Macroeconomy and monetary policy: AD-AS analysis
Class 14: Macroeconomy and monetary policy: IS-MP analysis

Evaluation Method
Final examination 40%
Evaluation criteria: Correct calculation and theoretical explanation using basic knowledge and theory of monetary and financial economics.

Reports 30%
Evaluation criteria: Logical development from assumptions to results using concepts and theories of monetary and financial economics. Errors in grammar, typos, and inappropriate expressions will be penalized.

Class participation 30%
Evaluation criteria: Participation and contribution to class, presentation of opinions, cooperative attitudes with other students in group works, working quizzes for checking understanding, and behaviors in class.

Total 100%
Final examination and reports will be fed back through “manaba.”

Other topics will be discussed in class will be announced in advance. Read PowerPoint files posted on “manaba” and appropriate chapters of the text and collect necessary data before coming to classes to prepare for group works in class.

Additional quizzes posted on “manaba” after classes to check understanding. About 4 hours in total for each class.

Other matters

2020年度中央大学講義要項
授業の概要
This course discusses multi-disciplinary topics and introduces students to the basic concepts, theoretical approaches, key players, and practices of international cooperation. This course focuses on the international cooperation for developing countries. The course is divided into three parts: introduction, actors, and practices. The first part presents key concepts, theoretical background, and history. The second part introduces relevant examples of international cooperation, particularly the Japan’s development assistance and international cooperation. The third part discusses the role of different actors such as government, private institutions, and international organization.

科目目的・到達目標
This course aims to provide students with understanding about international cooperation. This course also aims to encourage awareness and develop critical thinking towards international cooperation issues. This course also aims to train students in actively participating in academic discussions.

授業計画
Week Topic
1 Introduction to the Course
2 Introduction to International Cooperation: Concepts, Objectives, and Recent Trends
3 Theories and History of International Cooperation
4 From Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs)
5 From Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs)
6 Online Database: Hands-on
7 Fair Trade
8 Japan’s ODA and International Cooperation
9 Government
10 Private Institutions: BOP business and Social Business
11 Private Institutions: Microfinance
12 International Organizations
13 International Organization: Effective or Not Effective?
14 Summary and Review

成績評価方法
Final Exam- 60%
Term Paper- 30%
Participation/Attendance- 10%

テキスト・参考文献等
No specific textbook but readings will be distributed as necessary.

授業時間外の学習
The students are expected to read the assigned reading materials before attending the lecture.

その他特記事項
This course is designed for undergraduate students who are interested in public management issues, such as leadership, public service motivation, organizational culture, work motivation, network and collaboration, and administrative ethics.

There are two objectives in this course: understanding of key concepts in public management theories and application the theories to real-world problems. At the end of the course, students are expected to be understood both theory and practice in public management.

Course Outline and Session Schedule

Week 1: Class Introduction and Overview of Public Management

Basics of Government
- Three Branches / Check & Balance
- Role of Government
- Executive Branch
Overview of Public Management
What Makes Public Organization Distinctive

<Reading Assignment>

Week 2: Analyzing the Environment of Public Organizations & The Impact of Political Power and Public Policy

General Dimensions of Organizational Environments
The Political and Institutional Environments of Public Organization
Public Organizations, the Public, Media Power, Interest Groups, Clients and Constituencies, Legislative Bodies, the Chief Executive, the Courts

<Reading Assignment>


Week 3: Organizational Goals and Effectiveness & Formulating and Achieving Purpose

Goals of Public Organization
Assessing Organizational Effectiveness
Power Inside Organizations
Decision Making

<Reading Assignment>

Week 4: Organizational Structure, Design, Information Technology, and Social Media

Organizational Structure in Public Organizations
Information Technology
Social Media

<Reading Assignment>

Quiz 1
Students will take a quiz during the first 30 minutes after class starts. Please be on time.

Week 5: Understanding People in Public Organizations: Motivation and Motivation Theory

Work Motivation Theories
Public Service Motivation

<Reading Assignment>
Week 6: Understanding People in Public Organizations: Values, Incentives, and Work-Related Attitudes

Incentives
Job Satisfaction
Role Conflict
Organization Commitment

<Reading Assignment>

Quiz 2
Students will take a quiz during the first 30 minutes after class starts. Please be on time.

Week 7: Leadership

Leadership Theories
Transformational Leadership

<Reading Assignment>

*Please watch "Coach Carter" before coming to the class.

Week 8: Organizational Culture

Organizational Culture
Cultural Diversity

<Reading Assignment>

*Please watch "Bayside Shakedown 2 (踊る大捜査線 THE MOVIE 2 レインボーブリッジを封鎖せよ!" before coming to the class.

Quiz 3
Students will take a quiz during the first 30 minutes after class starts. Please be on time.

Week 9: Teamwork: Understanding Communication and Conflict in Groups & Network

Teamwork
Communication
Conflict in Organization

<Reading Assignment>

Week 10: Managing Organizational Change and Development

Organizational Life Cycle
Organizational Change

<Reading Assignment>

Week 11: Administrative Ethics

Administrative Ethics
Ethical Decision Making
Whistleblowing

<Reading Assignment>

*Please Watch "Michael Clayton or Insider" before you come to the class.

Quiz 4
Students will take a quiz during the first 30 minutes after class starts. Please be on time.

Week 12: Administrative Ethics

Guest Lecture: Masaharu Hamada (Olympus Whistleblower)

Week 13: Group Presentation 1 (5 Teams)
Week 14: Group Presentation 2 (5 Teams)
This course requires extensive readings, class participation, and group presentation. Student assessment will be based on as follows:

Four Quizzes (40%)
Final Group Paper (40%): Paper (30%) & Presentation (10%)
Class Attendance and Participation (20%)

Quizzes

Students will have four quizzes. Each quiz will have about 10-15 questions, including open-ended questions and closed-ended questions. The purpose of the quiz is to improve English skills and to understand the class’ s content. The quiz schedule is on this syllabus. If there is any schedule change, the instructor informs at the end of class. Cheating is strictly prohibited. A student who commits cheating will immediately fail this class, and there is a possibility to be kicked out of the school.

Final Group Paper (Paper & Presentation)

5-10 students will be a group for the final project (presentation and paper). Each group visits a public or non-profit organization and research the following topics: organizational goals (purpose), structure, leadership, organizational culture, social media usage, collaboration, and ethics. Each group can select five topics among them.

Requirements for Writing Assignments: All writing assignments should be clearly written and well organized. The final paper should be about 15-20 pages (including reference), double-spaced, and 12 points with Times New Roman font. All written assignments must be submitted on time. Late submission is not acceptable. If a student could not submit the paper on time, her/his grade will be decreased by 30% of the paper for each day.

Your paper will be evaluated by the following criteria:

1) Clear purposes or research questions
2) Well organized structure
3) Scope of literature review
4) Effort of data collection
5) Clear presentation of findings
6) Contribution to the subject area
7) Logical coherence
8) Creativity
9) Writing quality
10) Clear reference

A “plagiarism-prevention” program will examine the final paper after your submission.

Class Participation (20%)

Class participation includes attendance and participation in class discussions. Class attendance is required. Any unexpected absence will result in a 20% reduction in the class participation grade. It means that if a student misses class five times, she/he will get zero (0) points for class participation. Absence due to a medical emergency may be allowed. In such cases, students should submit documentation such as a doctor’s note. Being 30 minutes late is considered absent from the class. Perfect attendance, however, does not guarantee a perfect class participation grade. Students are expected to read the assigned reading materials and to participate in class discussion. Active participation will lead to a high score in-class participation. This grade is determined at the instructor’s discretion.

授業時間外の学習

- Read reading assignments before class
- Prepare quizzes
- Collaborate with classmates for the final project

その他特記事項
This international economics class focuses on the real economy and lectures on international trade and production. In international trade, lectures will be given on trade patterns, their determinants, and their effects on the domestic economy, based on trade theory, the current state of the world economy and current trends and flows of trade. Students will also learn about the WTO’s multilateral free trade system, trade agreements and regional integration, free trade, customs and other trade policy tools.

Production deals with international production. First, lectures will be given on the form of overseas market entry, the motivation for overseas production, and multinational enterprises (MNE). In addition, lectures will be given on foreign direct investment (FDI), which plays an important role in international production, and the global supply chain, which has been attracting attention in recent years.

The class is mostly lecture-style, but presentations and discussions are also considered depending on the topics.

The objective of the class is to acquire basic and systematic knowledge about the international economy so that students can accurately understand and consider the various issues related to today’s complex international economy. More specifically, it is to understand basic theories based on international trade and key policy tools related to trade (commercial) policies. In addition, it is also to deepen the understanding of the factors, backgrounds, and strategies of the multinational enterprise’s activities in a borderless society in the global era.

Comprehensive evaluation taking into account class attendance, final exam, reports and presentation. Normal point 20%, final exam 40%, report 20%, and presentation 20%. Except for special circumstances, students with an attendance rate of less than 70% are evaluated as grade E.


Group activities outside the class such as information gathering and preparation for presentations are expected for each group.
In this course, we will understand the fundamental activity mechanism of municipalities in Japan and learn the elements of management for regional revitalization. This course consists of three parts: the first part gives an overview of regional planning, the second part outlines information management, and the third part covers cooperation and relationships between citizens and local governments.

*Main languages: English, Japanese

**Course Objective**

This course is designed to provide students a foundation to the “Public Policy” course in the 3rd year.
By the end of the class, students should be able to:
- understand the relationship between Japan’s local government planning and various constraints.
- understand the mechanism of information sharing and decision making of Japan’s local governments.
- explain systems and mechanisms relating to Japan’s local governments to foreign friends.

**Course Outline**

Week 1 Class introduction
Week 2 Concept of information, region and population
Week 3 Local entity
Week 4 Policy constraint
Week 5 Policy hierarchy, municipal planning
Week 6 Information sharing within local government organizations
Week 7 Document management and decision-making processes
Week 8 Information disclosure system
Week 9 Information disclosure system under the Fundamental Ordinance on Autonomy, open government
Week 10 Transitions in central government policies for local governments: from “regional informatization” to “regional revitalization”
Week 11 Regional brand
Week 12 Regional identity
Week 13 Let’s rethink the management of the municipalities
Week 14 A summary of learnings

**Evaluation Method**

Quizzes/assignments (maximum of 12)  50%
Paper  50%
*We will have time to briefly explain the main points of the quizzes/assignments in class.

**Textbooks and Reference Books**

Textbooks: No.

**After Class Study**

Be sure to review the systems and concepts covered in the lecture, especially the assignments given in each lecture. Students are encouraged to explain them in simple English. (About 2 ~ 3 hours)

**Other Remarks**

- No photos.
- No smartphones.
- Tablets and computers are allowed in class except in Week 14, when all electronic devices including electronic dictionaries are prohibited (however, paper notes and paper materials are allowed).
NGOs/NPOs, both domestically and internationally, are organizations that work on activities for public interests to solve social issues, and are recognized as important actors, together with the nation (government) and markets (businesses). This course aims that students will deepen their understanding of the actual situation and activities of domestic and international NGOs/NPOs, pay attention to significance and expected roles of NGOs/NPOs, and consider the relationship between themselves and contemporary society as well as the possibility of their international contribution. After overviewing what NGOs/NPOs are, their definitions, significance, characteristics, organizational principles, and the historical background of their emergence is presented, the course will introduce various cases to deepen students' understanding. Also, it will discuss management of NGOs/NPOs, evaluation methods for NGO/NPO programs, and effectiveness and challenges.
・In class, it is required that students both have proper manners and consider for other students who are learning together.
・Always keep in mind to obtain board information on organization/management and activities of various NGOs/NPOs. Furthermore, it is very desirable for students to take some approaches, such as participating in NGO/NPO activities, interviewing NGO/NPO staff, and so on, in order to deepen their understanding of NGO/NPO activities.
履修年度：2020
科目名：異文化経営論
担当教員：木村 有里
授業の概要
Managing cultural diversity is important in today’s globalized world with its multicultural societies and cross-border activities that all lead to cross cultural interaction. The purpose of this course is to provide you with knowledge about and understanding of the impact of (national) cultures on management practice.

科目目的・到達目標
At the end of the course each student should be able to:
① Present an overview and analyse different meanings and dimensions of “culture”.
② Understand the impact of culture on Human Resource Management.
③ Describe and analyse the impact of culture on business practices.
④ Analyse strategies for managing international teams and projects.

授業計画
Session1: Introduction to Cross-cultural Management
Session 2: Difficulty of the cross-cultural management
Session 3: Dimensions of Culture: E.Hall, G. Hofstede
Session 4: E.Meyer’s “Culture Map” (1)
  Communicating, Evaluating, Persuading, Leading.
Session 5: E.Meyer’s “Culture Map” (2)
  Deciding, Trusting, Disagreeing, Scheduling.
Session 6: Integrating the cultural dimension
Session 7: Work Motivation
Session 8: Presentation (1): Cultural Conflict
Session 9: Cross-cultural Communications
Session 10: Challenging to the Stereotype
Session 11: Managing multicultural teams
Session 12: Cross-cultural training method
Session 13: Presentation (2): Management Culture in your country
Session 14: Course Review

成績評価方法
Class participation (contribution): 40%
Final Exam: 60%

授業時間外の学習
Students will be required to work on their presentations outside of class time.
Japanese companies have developed business systems that integrate R&D, production, and sales to deliver products and services which have achieved dominant positions in world markets. In this course, we will examine the origins and evolution of Japanese management from the 1950s to the present. To uncover the unique characteristics of Japanese management, we will explore the meaning of the Japanese words, monozukuri, sanpoyoshi, and kaizen. We will consider what are the universal aspects of the Japanese approach to doing business by examining how Japanese management has been adopted overseas. The course will feature active participation by students since they will present their essays at the beginning of class.

Through this class students will be able to explain the traditional three pillars of Japanese management, the change and continuity Japanese management has shown over the past sixty years, and the current challenges confronting managers in Japanese companies.

1. Introduction
2. Monozukuri (creating flow)
3. Sanpoyoshi (creating win-win-win)
4. Kaizen (maintenance + improvement)
5. The traditional three pillars of Japanese management
6. Japanese leadership
7. Japanese animation and game industry
8. Japanese automakers
9. R&D in Japanese companies
10. Manufacturing in Japanese companies
11. Sales & Service in Japanese companies
12. Cross-functional collaboration
13. Lean management
14. Diversity issues and Japanese management

Participation (20%)
Essays on the class content of that week (3 times) (40%)
Final exam (40%)

To be distributed in class

All students are expected to have read the assigned text prior to coming to class and be ready to discuss its content during class. Connections with the content of prior class readings will be an important focus of class discussion. So, students need to review on a regular basis the overall content of the course.
This course is designed to provide students a foundation to “Japanese Economic History” in the 2nd year and “Japanese Economy”, “Japanese Corporations” in the 3rd and 4th years.

In this course, we will learn the history of modern Japan, mainly from the Meiji period. Topics will include the following:

1. Major policies in each period
2. The formation of the modern Japanese nation
3. Nationalism and expansion of the Empire of Japan
4. The establishment of political parties.

To answer these and other questions, we will explore two parts of the said history: the first part is until the Meiji Restoration, and the second part is after the Meiji Restoration.

In the first part, to enable us to understand the historical transition from the Meiji period, we will briefly revisit the political systems from archaic Japan to early modern Japan.

Students are not required to intensively memorize the chronology of these periods, but they must express interest in the content of the social and political systems as well as the relation and flow of historical affairs.

*Main languages: English, Japanese

This subject will contribute to our department’s diploma policy of understanding historical, political and economic, and cultural differences between our country and other countries.

By the end of the class, students should be able to:

- understand the form and development history of Japan’s political power.
- analyze daily political affairs from various historical perspectives.
- acquire critical thinking skills with a long attention span.
- explain Japan’s political and cultural background to foreign friends.

Week 1 Class introduction
Week 2 From archaic Japan to the Heian period
Week 3 From the Kamakura period to the Azuchi-Momoyama Period
Week 4 The Edo period
Week 5 From the Edo period to the Meiji period
Week 6 The Meiji period: the Meiji Restoration
Week 7 A summary of learnings until Week 6 (Paper 1)

Week 8 The Meiji period: after the Meiji Restoration
Week 9 From the Taisho period to the Showa period
Week 10 The Showa period
Week 11 The Heisei period
Week 12 Current political issues
Week 13 A summary of learnings after Week 8 (Paper 2)
Week 14 A summary of the entire course

Grades will be awarded based on the following categories of assignments:

- Quizzes/assignments (maximum of 10) 50%
- Paper 1 & Paper 2 50%

*We will have time to briefly explain the main points of the quizzes/assignments in class.

Textbooks: No.

In preparation, please give an overview of the main policies of each period. (About 1 hour)

Be sure to review the systems and incidents covered in the lecture, especially the assignments given in each lecture. Students are encouraged to explain them in simple English. (About 2~3 hours)

- No photos.
- No smartphones.
- Tablets and computers are allowed in class except in Week 7, Week 13, and Week 14, when all electronic devices including electronic dictionaries are prohibited (however, paper notes and paper materials are allowed).
This course is designed to provide a basis for "Chinese Economic History" in the 2nd year and "Chinese Economy", "Chinese Corporations", "Chinese Government and Society" in the 3rd and 4th years. Students who hope to intensively study Greater China affairs in the 2nd through 4th grades are advised to take the Chinese language courses unless they are native speakers.

**授業の概要**

Modern and contemporary Chinese history from the late 19th century to the early 21st century will be lectured focusing on political thought, institution and events. Main language: English; subsidiary languages: Japanese, Chinese.

**科目目的・到達目標**

Understanding the process in which the traditional dynastic polity has been transformed into the modern party-state regime.

**授業計画**

1. Introduction
2. Xinhai Revolution (group work & presentation)
3. Disintegration by Warlords (group work & presentation)
4. National Revolution (group work & presentation)
5. Political Tutelage (group work & presentation)
6. Second Sino-Japanese War (group work & presentation)
7. Constitutional Government (group work & presentation)
8. Communist Revolution (group work & presentation)
9. Hundred Flowers and Anti-Rightist (group work & presentation)
10. Cultural Revolution (group work & presentation)
11. Reform and Opening-up (group work & presentation)
12. Three Represents (group work & presentation)
13. Chinese Characteristics (group work & presentation)
14. Summary

**成績評価方法**

Class participation (40%): interpreting and analyzing sources.
Four research papers (60%): reconstructing history.

**授業時間外の学習**

Students are required to read in advance the materials posted on manaba.
For area studies, Asia is very interesting, because it contains its rich social diversity while experiencing a remarkable economic development. In this course, students learn an approach for the area studies, while acquiring basic knowledge and deepening their understanding of the politics, social situations, characteristics, and changes of Southeast Asia in the modern and contemporary times. The lectures, after explaining the basic matters on Southeast Asia countries and regions, will cover the following topics: colonization and reactions to it, rise of nationalism and formation of nation-states, developmentalism and authoritarian development nations (development dictatorship) and their socio-political influences, communist regimes and development policies of Indochina countries, the rise of civil societies, and movement of regional integration such as ASEAN and social impacts. As introducing and comparing cases in Southeast Asian countries, discussions viewing from a multidisciplinary point including political science, sociology, management, will be carried out.

Textbooks: No.

In accordance with the above-stated course objectives, the evaluation will be made at the following ratios.
・Mid-term task: 30%,
・Final task: 30%,
・Review tasks: 25%
・Reaction cards and Contributions to discussion in class: 15%

Mid-term and Final exams will be carried out in form of a take-home exam. Students will be asked to write a reaction card at the end of each class. This has two purposes. One is to improve and to complement a lecture by their questions, comments, and/or impressions. The other is to understand how students participate in the class.

Feedback to the reaction cards and review/commentary of the exams will be provided during class time.

For contribution to class discussions, students are expected to speak proactively, based on preparations outside of class hours.

Look through resumes and materials that are posted on “manaba”, in prior to attending a lecture. Do actively the review tasks.
Be interested in history and culture on Southeast Asia on a daily basis and keep in mind to obtain broad knowledge and information from news on political as well as other current events.
This course provides insights into the development of the Japanese economy and the evolution of the so-called Japanese enterprise and management system from the Meiji Restoration to the present. We will look at how Japan was able to successfully industrialize and catch-up with leading Western economies to become a global economic power. We will also discuss why entering the 1990s Japan’s economic success faltered. In doing so, we will among others analyze the role of economic policy, the institutions constituting the Japanese system of capitalism and entrepreneurship.

Students will acquire basic knowledge about the history of Japan’s economic development and the evolution of the Japanese enterprise and management system. They will learn about the factors underlying Japan’s economic success, failures and challenges. This will enable them to better understand Japan’s present economic situation. Studying the Japanese case will at the same time enhance their general knowledge about economic development, national systems of capitalism and management.

Week 1: Guidance
Week 2: Introduction and Overview
Week 3: Meiji Restoration towards the Pre-war Japanese Capitalist System
Week 4: Early Modernization and Mass Consumption during the Taisho Period
Week 5: Showa Great Depression and War Economy
Week 6: Occupation and Economic Reconstruction
Week 7: "Miracle Recovery" and the Entry into the High Growth Period
Week 8: High Growth Period (1)
Week 9: High Growth Period (2)
Week 10: Oil Crises and the Transition to the Stable Growth Period
Week 11: Plaza Accord and the Entry into the Bubble Economy
Week 12: The Bubble Economy
Week 13: The Burst of the Bubble Economy and the Entry into the "Lost Decades"
Week 14: Trials and Errors Confronting Multiple Challenges

Reference Books:
(2) 武田晴人著『日本経済史』,有斐閣,2019年。
(3) More references will be provided in class.

Students are expected to read the reference books and the other material handed out in class.
This course introduces the economic history of the modern era to students taking this course with a focus on the relationship between money (the fundamental infrastructure of economy) and the modern capitalism. The course materials are distributed in each session. Reference books will be introduced in each session.

The goals of this course are to
1. Obtain basic knowledge about the history of European philosophy and the foundation of Marx's theory (dialectic, forms of value, and social classes).
2. Understand the relationship between money and the development of modern capitalist society.
3. Understand the history of modern capitalism from the perspective of World System.

Assignments
1. Online test (Grade: 10%): Students must take an online test after each session.
2. Mid-semester exam (Grade 20%): Students must take the mid-semester test after the 5th session.
3. Semester final exam (Grade 70%): Students must take the final exam in the final session.

All the materials used in this lecture are uploaded to the manaba. Students can take online tests on the manaba.
履修条件・関連科目等

This course has no formal prerequisite, but students are expected to have good knowledge of basic mathematics such as algebra.

授業の概要

This course introduces various areas in mathematics suitable for business and economics. Topics include linear and non-linear functions, fundamentals of finance mathematics, systems of linear equations, matrix algebra, and linear programming. Students will learn how these mathematical techniques can be used to solve problems in business and economics.

科目目的・到達目標

In this course students will learn the fundamental concepts of mathematics relevant to business and economics. Upon successful completion of this course, students will be able to
- find linear/non-linear relationships among variables in various problems and formulate mathematical models.
- solve various simple and compound interest problems.
- understand matrices and their applications including solving systems of linear equations.
- construct linear programming problems for various applications and solve graphically and algebraically.

授業計画

Lecture 1. Orientation
WebAssign: Student Sign In Process
1.3 Linear Functions and Models
Lecture 2. 1.3 Linear Functions and Models (cont’d)
1.4 Linear Regression
Lecture 3. 2.1 Quadratic Functions and Models
2.2 Exponential Functions and Models
Lecture 4. 2.2 Exponential Functions and Models (cont’d)
1.2 Functions and Models
Lecture 5. 2.3 Logarithmic Functions and Models
3.1 Simple Interest
Lecture 6. 3.1 Simple Interest (cont’d)
3.2 Compound Interest
Lecture 7. 3.2 Compound Interest (cont’d)
3.3 Annuities, Loans, Bonds
Lecture 8. 4.1 Systems of Two Equations and Two Unknowns
4.2 Using Matrices to Solve Systems of Equations
Lecture 9. 4.2 Using Matrices to Solve Systems of Equations (cont’d)
4.3 Applications of Systems of Linear Equations
Lecture 10. 5.1 Matrix Addition and Scalar Multiplication
5.2 Matrix Multiplication
Lecture 11. 5.2 Matrix Multiplication (cont’d)
5.3 Matrix Inversion
Lecture 12. 6.1 Graphing Linear Inequalities
6.2 Solving Linear Programming Problems Graphically
Lecture 13. 6.2 Solving Linear Programming Problems Graphically (cont’d)
6.3 The Simplex Method: Solving Standard Maximization Problem
Lecture 14. 6.3 The Simplex Method: Solving Standard Maximization Problem (cont’d)

Please note that the schedule is subject to change.

成績評価方法

1. Homework 50%
2. Final Exam 50%

1. Homework
- There will be one assignment each week.
- All homework assignments will be delivered and graded through the WebAssign system. A brief introduction to the system will be covered during the first lecture.
- Do not wait until the last minute to do assignments. Absolutely no late homework will be accepted for any reason.
- The homework category accounts for 50% of your course grade. If you cannot earn at least 20% of the total possible points for homework assignments, you will surely fail to receive a passing grade.

2. Final Exam
- The final exam accounts for 50% of your course grade. If you miss the final, you will surely fail to receive a passing grade.

テキスト・参考文献等

Your textbook package includes the textbook and an access code for WebAssign (www.webassign.net), the online system we will be using for homework. The Class Key necessary to register for this course starts with an institutional code, followed by two sets of 4 digits. The instructor will provide you with the Class Key for your section during the first lecture.

授業時間外の学習
- Read relevant sections of the textbook prior to class.
- Try end-of-section exercises. The textbook has answers to odd numbered questions.

その他特記事項
This course focuses on topics in finite mathematics. Mathematics for Management (the course offered in the third semester) features the basic elements of calculus with emphasis on applications in business, economics and statistics, using the second half of the same textbook. Students completing this course are strongly encouraged to take Mathematics for Management next semester.
This course has no formal prerequisite, but students are expected to have good knowledge of basic mathematics such as algebra.

This course introduces various areas in mathematics suitable for business and economics. Topics include linear and non-linear functions, fundamentals of finance mathematics, systems of linear equations, matrix algebra, and linear programming. Students will learn how these mathematical techniques can be used to solve problems in business and economics.

In this course students will learn the fundamental concepts of mathematics relevant to business and economics.

Upon successful completion of this course, students will be able to:
- find linear/non-linear relationships among variables in various problems and formulate mathematical models.
- solve various simple and compound interest problems.
- understand matrices and their applications including solving systems of linear equations.
- construct linear programming problems for various applications and solve graphically and algebraically.

Lecture 1. Orientation
WebAssign: Student Sign In Process
1.3 Linear Functions and Models
1.4 Linear Regression
Lecture 2. 1.3 Linear Functions and Models (cont’d)
2.1 Quadratic Functions and Models
2.2 Exponential Functions and Models
Lecture 3. 2.2 Exponential Functions and Models (cont’d)
1.2 Functions and Models
Lecture 4. 2.3 Logarithmic Functions and Models
3.1 Simple Interest
Lecture 5. 3.1 Simple Interest (cont’d)
3.2 Compound Interest
Lecture 6. 3.2 Compound Interest (cont’d)
3.3 Annuities, Loans, Bonds
Lecture 7. 4.1 Systems of Two Equations and Two Unknowns
4.2 Using Matrices to Solve Systems of Equations
Lecture 8. 4.2 Using Matrices to Solve Systems of Equations (cont’d)
4.3 Applications of Systems of Linear Equations
Lecture 9. 5.1 Matrix Addition and Scalar Multiplication
5.2 Matrix Multiplication
Lecture 10. 5.1 Matrix Addition and Scalar Multiplication (cont’d)
5.2 Matrix Multiplication
Lecture 11. 5.2 Matrix Multiplication (cont’d)
5.3 Matrix Inversion
Lecture 12. 5.3 Graphing Linear Inequalities
6.1 Solving Linear Programming Problems Graphically
Lecture 13. 6.2 Solving Linear Programming Problems Graphically (cont’d)
6.3 The Simplex Method: Solving Standard Maximization Problem
Lecture 14. 6.3 The Simplex Method: Solving Standard Maximization Problem (cont’d)

Please note that the schedule is subject to change.

Your textbook package includes the textbook and an access code for WebAssign (www.webassign.net), the online system we will be using for homework. The Class Key necessary to register for this course starts with an institutional code, followed by two sets of 4 digits. The instructor will provide you with the Class Key for your section during the first lecture.

授業時間外の学習
- Read relevant sections of the textbook prior to class.
- Try end-of-section exercises. The textbook has answers to odd numbered questions.

その他特記事項
This course focuses on topics in finite mathematics. Mathematics for Management (the course offered in the third semester) features the basic elements of calculus with emphasis on applications in business, economics and statistics, using the second half of the same textbook. Students completing this course are strongly encouraged to take Mathematics for Management next semester.
In all human activities including business management, data provides objective information. However, if you just look at the data, you do not understand its characteristics. Useful information can be obtained only by performing appropriate statistical analysis. In this lecture, students will learn statistical and machine learning methods for extracting information from real data. In particular, recent development of linear models is illustrated and applied to real data to acquire information by using statistical analysis software R.

The goal of the course is that students can apply the latest linear methods in statistics and machine learning to their data and obtain useful information from the analysis results.

Class participation 30%, Report 20%, Final exam 50%.

Text: Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani. An Introduction to Statistical Learning with Applications in R, Springer

Students should tackle the tasks presented in class.
科目名: 経営数学
履修年度: 2020 学期: 春学期
開講曜日時限: 木3
担当教員：大坪 弘教
配当年次: 2年次配当

授業の概要

This course is designed to provide students with an introduction to the basic concepts and techniques of calculus with applications to business, economics, and statistics. Topics include limits and continuity, differentiation rules, indefinite and definite integration, applications to business and economics (e.g., marginal analysis, elasticity, and consumers’ and producers’ surplus), and applications to statistics (e.g., computing the mean and variance of a continuous random variable).

科目目的・到達目標

Upon successful completion of this course, students will be able to:
- understand and use various techniques of differentiation and integration.
- apply these techniques to solve business, economics, and statistics problems.

授業計画

Lecture 1. Orientation
WebAssign: Student Sign In Process
10.1 Limits: Numerical and Graphical Viewpoints
10.2 Limits and Continuity

Lecture 2. 10.3 Limits and Continuity: Algebraic Viewpoints
10.4 Average Rate of Change
10.5 The Derivative: Numerical and Graphical Viewpoints

Lecture 3. 10.6 The Derivative: Algebraic Viewpoint
11.1 Derivatives of Powers, Sums, and Constant Multiples
11.2 A First Application: Marginal Analysis

Lecture 4. 11.3 The Product and Quotient Rules
11.4 The Chain Rule
11.5 Derivatives of Logarithmic and Exponential Functions

Lecture 5. 11.6 Implicit Differentiation
12.1 Maxima and Minima

Lecture 6. 12.2 Applications of Maxima and Minima
12.3 Higher Order Derivatives: Acceleration and Concavity
12.5 Related Rates

Lecture 7. 12.6 Elasticity
13.1 The Indefinite Integral

Lecture 8. 13.2 Substitution
13.3 The Definite Integral: Numerical and Graphical Viewpoints

Lecture 9. 13.4 The Definite Integral: Algebraic Viewpoint and the Fundamental Theorem of Calculus
14.1 Integration by Parts

Lecture 10. 14.2 Area between Two Curves and Applications
14.3 Averages and Moving Averages

Lecture 11. 14.4 Applications to Business and Economics: Consumers’ and Producers’ Surplus and Continuous Income Streams
P.1 Continuous Random Variables and Histograms

Lecture 12. P.2 Probability Density Functions: Uniform, Exponential, Normal, and Beta

Lecture 13. P.3 Mean, Median, Variance, and Standard Deviation

Lecture 14. Final Review

Please note that the schedule is subject to change.

成績評価方法

1. Homework 50%
2. Final Exam 50%

1. Homework
- There will be one assignment each week.
- All homework assignments will be delivered and graded through the WebAssign system. A brief introduction to the system will be covered during the first lecture.
- Do not wait until the last minute to do assignments. Absolutely no late homework will be accepted for any reason.
- The homework category accounts for 50% of your course grade. If you cannot earn at least 20% of the total possible points for homework assignments, you will surely fail to receive a passing grade.

2. Final Exam
- The final exam accounts for 50% of your course grade. If you miss the final, you will surely fail to receive a passing grade.

<Weekly Quizzes>
- There will be a quiz every week during class, which will cover the material from the previous week.
- More details on the quizzes will be explained in the first lecture.

アドバイス・参考文献等

(Those who took Introductory Mathematics for Management do not need to purchase the following textbook because this is the same as the one used in Introductory Mathematics for Management. This course uses the second half of...
Your textbook package includes the textbook and an access code for WebAssign (www.webassign.net), the online system we will be using for homework. The Class Key necessary to register for this course starts with an institutional code, followed by two sets of 4 digits. The instructor will provide you with the Class Key for your section during the first lecture.

授業時間外の学習
- Read relevant sections of the textbook prior to class.
- Try end-of-section exercises. The textbook has answers to odd numbered questions.
This course is designed to introduce programming for students with little or no prior background in programming. The course, however, targets highly motivated students focusing on planning and organizing programs, as well as on the grammar of the Python programming language. This course will be a small, discussion-based, seminar-type course. Students do assigned reading, solving quizzes, writing program codes, grappled aloud with the ideas you have tried.

Prerequisite: There is no prerequisite required for this course.

To complete the course with B, you must submit two assignments, take a quiz and the final exam, and actively participate in classes. Upon completing the course, you will be able to:

1. provide an understanding of the role programming can play in solving quantitative problems.
2. feel comfortable with their ability to write small but useful programs.
3. get yourself prepared for research projects that require numerical computations.

This course is a seminar type. Active participation is required. Like learning any other skill, only practice makes perfect. I hope this course can inspire you to learn Python programming. Throughout this course, you will work cooperatively with your peer students.

#1. Introduction to Course
1) Course introduction—explains syllabus.
2) How to Install Python on Windows with Pycharm IDE. (Exercise by Cooperative learning)
Create your First Python Program: Hello, world! (Exercise by Cooperative learning)

#2. Python Basics
1) Covers expressions
2) The most basic type of Python instruction
3) Printing in Python with Examples:  (Exercise by Cooperative learning)
4) Understand __main__
Assignment #1: Solve the assigned problem set and submit it. (Exercise by Cooperative learning)

#3. Python Variables
1) Declare
2) Concatenate (Exercise)
3) Global & local variables (Exercise)

#4. Strings
1) Replace
2) Join
3) Split
4) Reverse
5) Uppercase & Lowercase ((Exercise by Cooperative learning)

#5. Python List
1) Index & Slice
2) Comprehension
3) Append (Exercise by Cooperative learning)
4) Sort
5) Length
6) Reverse (Exercise by Cooperative learning)

#6. Flow Control
1) If, else, elif. Make a small snippet (Exercise by Cooperative learning)
2) Nested If
3) Switch Case Statement  (Exercise by Cooperative learning)

#7. Flow Control (Continued)
1) For Loop (Exercise by Cooperative learning)
2) While Loops (Exercise by Cooperative learning)
3) Break and Continue (Exercise by Cooperative learning)

#8. Functions
1) Call
2) Indentation
3) Arguments & Return Values
4) Let’s make a simple function (Exercise by Cooperative learning)
Assignment #1: Due next week

#9. Tuple & Dictionary
1) Assignment #1: Answers and Explanation
2) Tuple
3) Dictionary: Create your first dictionary (Exercise by Cooperative learning)

# Midterm Exam

#11. Recursion
1) Understanding recursive structure
2) Exercise by making some simple recursion snippet: factorial (Exercise by Cooperative learning)
3) Famous hanoi tower problem. (Exercise by Cooperative learning)

#12. Python OOPs: Class, Object
1) Initializing class
2) Class attributes
3) Class methods
4) Create a simple class (Exercise by Cooperative learning)

#13. Python OOPs (continued)
1) Inheritance
2) Constructor with Example (Exercise by Cooperative learning)
3) Assignment #2: Due next week

#14. Reviewing what we have learnt from this course

成績評価方法

Evaluation

Class attendance is mandatory. Active participation is expected. Participation can be measured, for example, by

1. Attendance and participation.
2. Vocal in-class/section participation (in tutorial section or lecture).
3. Response to in-class quizzes or questions.

Course evaluation is based on the following:

Final Exam: 35%
Midterm Exam: 35%
Two assignments: 20%
Class Participation: 10%

テキスト・参考文献等

Textbook:

By Al Sweigart.

Free to read under a Creative Commons license.

“Automate the Boring Stuff with Python”

https://automatetheboringstuff.com/

授業時間外の学習

Prior to attend each class, read the textbook and enter all the commands to execute sample snippets. After the class solve all the problem sets that are assigned at the end of class. You are expected to work at least 5 hours a week. Only practice makes perfect.

その他特記事項
履修年度: 2020 学期: 秋学期 開講曜日時限: 金3 配当年次: 2年次配当

授業の概要
本講義では、経済の実証分析において必須となる計量経済分析方法を基礎から解説する。計量経済学と同時に、R、エクセル等の計算ソフトの習得も必要となる。計量経済学は理屈も重要であるが、練習問題やPC等での実習を通じて理論の応用の仕方を学ぶことも大事である。練習問題や実習を通じて基礎が身に着くだけでなく、他人の研究を理解する能力もつけることができる。さらにRなどの操作を通じ自らの分析能力も高めていくことを目的とする。

授業の概要
本講義では計量経済分析の各手法を勉強し、R等を用いて経済分野のデータ分析手法を習得する。例題などを利用し、実際に計算をすることを通じて分析を実行するための技能も身に付けることを目指す。

授業計画
第01回 ガイダンス、Rのダウンロード等
第02回 計量経済分析の方法について
第03回 統計学の基礎①: 中心的傾向の測度
第04回 統計学の基礎②: データの散らばり具合の測度
第05回 ローレンツ曲線とジニ係数の計測
第06回 寄与度と寄与率の計測
第07回 Rの使い方に関する実習
第08回 相関分析
第09回 ゲストスピーカー（中国天津理工大学葉軍教授）の講演：中米貿易摩擦が中国の産業構造革新に与える影響およびその対応策——パネルデータにおける分析
第10回 単一回帰モデルに関する実習
第11回 単一回帰モデルに関する実習
第12回 重回帰モデル
第13回 重回帰モデルに関する実習
第14回 まとめ

成績評価方法
平常点30%レポート課題40%と期末レポート30%で評価する。

テキスト・参考文献
「参考文献」
白砂桝作『例題で学ぶ初歩からの計量経済学 第2版』日本評論社, 2007年。
田中隆一『計量経済学の第一歩—実証分析のススメ』有斐閣, 2015
秋山裕『Rによる計量経済学』オーム社, 2009年。
今井耕介『社会科学のためのデータ分析入門（上）』岩波書店, 2018。
今井耕介『社会科学のためのデータ分析入門（下）』岩波書店, 2018。
Florian Heiss”Using R for Introductory Econometrics”Amazon Digital Services, 2016。

授業時間外の学習
実習やレポート作成等

その他記事項
授業の概要

Be a historian! Through group work and mutual discussion to interpret and compare diverse sources, let us examine modern and contemporary historical events which occurred in cities and areas throughout the world from multiple perspectives. Main language: English; subsidiary languages: Japanese, Chinese; manaba will be used.

科目目的・到達目標

Reconsidering modern and contemporary world history from the viewpoints of cities and areas, where various people and cultures encountered and interacted.

授業計画

1. Introduction
2. Handover to China @ Hong Kong (group work & presentation)
3. Reversion to Japan @ Okinawa (group work & presentation)
4. Separation and Independence @ Singapore (group work & presentation)
5. Postwar Retrocession @ Taiwan (group work & presentation)
6. US-Japan War @ San Francisco (group work & presentation)
7. Republican Revolution @ Ankara & Istanbul (group work & presentation)
8. May Fourth Movement @ Beijing (group work & presentation)
9. US Annexation @ Hawaii (group work & presentation)
10. The Rise and Fall of Modern Japan I (movie)
11. The Rise and Fall of Modern Japan I (group work & presentation)
12. The Rise and Fall of Modern Japan II (movie)
13. The Rise and Fall of Modern Japan II (group work & presentation)
14. Summary

成績評価方法

Class participation (60%) : interpreting and analyzing sources.
Term paper (40%) : reconstructuring history.

授業時間外の学習

Students are required to read in advance the materials posted on manaba.

その他特記事項

If there are many students who want to take this course, I give assignments for selecting students.
In such a world where we cannot live alone, philosophers, since ancient times, have considered the questions—ethical questions—of what makes an action good or bad, or of how we ought to act. Times, however, have changed since those philosophers used to think. In this highly internationalized and information-oriented age, the way we act has completely changed. Nevertheless, we still continue to judge some actions to be good or bad as we used to. We even judge those actions that never existed in the past (actions on the Internet, for example) as good or bad. In this lecture, the history of ethics in the West will be overviewed, beginning from ancient Greece, ending with the present day. Based on this overview, we will try to find some universal points of view that can be applied to today’s ethical problems. In accordance with the number of students enrolled, reaction papers, clickers, discussions, etc. are used as appropriate to encourage students to actively participate in classes.

Textbooks
Not specified. Handouts will be distributed.

Reference Books
References will be instructed in class as necessary.

Evaluation and Grading Policy
Final exam: 50%, Participation 50%
In the final exam, students are evaluated for their understanding and establishment of knowledge, as well as their ability to think and write logically.
Participation is evaluated based on class participation and attitudes.
Feedback on the final exam (average points, comments, etc.) will be posted on “manaba”.
For whispering in class, you will lose 5 points for each caution. Writing a reaction paper for someone else will be regarded as an unfair disguise of attendance, and both the person who wrote it and the person whose name was written will be given an E. In the same way, any misuse of “respon” (use by others, use outside the classroom, etc.) results in an E for everyone involved.
Please note that this Evaluation and Grading Policy may be changed depending on the number of students enrolled.

Course Plan
1. Introduction: What is Ethics?
2. Plato ① [Skepticism about Justice]
3. Plato ② [What is Justice?], Aristotle ① [Happiness]
4. Aristotle ② [Excellences]
5. Rousseau ① [State of Nature]
6. Rousseau ② [General Will], Hume ① [Passion and Reason]
7. Hume ② [Virtue and Sympathy], Smith ① [Propriety & Impropriety, Merit & Demerit]
8. Smith ② [Conscience]
9. Kant ① [Good Will]
10. Kant ② [Categorical Imperative, Highest Good], Bentham ① [Principle of Utility]
11. Bentham ② [Sanctions, Calculation of Pleasure]
12. Contemporary Ethics 1 [Meta-Ethics]
13. Contemporary Ethics 2 [Theories of Justice]
14. Conclusion: Universality of Ethics

Extra Class Study
Please review the handouts after the class to understand the points of the class, and if necessary, read references to deepen your understanding.

Other Important Notes
No background is required. The course plan is just a rough outline and may be changed according to situations such as students’ requests or progress of the course.
Sociology is an academic subject for studying various patterns of mutual interaction between humans. In the lectures, the goal is set for students to attain an attitude to investigate "what is behind" from various phenomena in society and techniques to think globally. First of all, students will deepen their understanding of the world through viewpoints of inequality and poverty, gender, and power. Then, through discussions on employment, consumer life, socialization and identity, and media and communications, they will learn the relationship between themselves and society. By extending these to globalization, students will deepen their understanding of modernization, uneven development, nation-states and transnational corporations. Students will also conduct discussions on global social changes, such as population pressure, immigration, consumer culture, urban life and social movements.

Contents of each class are listed as below.

1) Orientation: Overview of Sociology and Objectives of the Course
2) Viewpoints of Sociology① Inequality and Poverty
3) Viewpoints of Sociology② Gender
4) Viewpoints of Sociology③ Power
5) Constructed Self and Society① Labor
6) Constructed Self and Society② Socialization and Identity
7) Constructed Self and Society③ Consumer Life
8) Influences of Globalization① Modernization and Uneven Development
9) Influences of Globalization② Nation-state
10) Influences of Globalization③ Minorities
11) Influences of Globalization④ Transnational Corporations
12) Global Transformation and Changes① Population Pressure
13) Global Transformation and Changes② Global Media and Consumer Society
14) Global Transformation and Changes③ Socio-Political Movements

Active learning methods, such as "discussion", "group work", and etc. will be employed in a class as much as possible.

It should be noted that contents of a class and/or way to conduct a class are subject to change, depending on the number of students taking this course.

In accordance with the above-stated course objectives, the evaluation will be made at the following ratios.

- Mid-term task: 25%
- Final task: 30%
- Review tasks: 30%
- Reaction cards and Contributions to discussion and group work in class: 15%

Students will be asked to write a reaction card at the end of each class. This has two purposes. One is to improve and to complement a lecture by their questions, comments, and/or impressions. The other is to understand how students participate in the class.

Feedback to the reaction cards and review/commentary of the assigned tasks will be provided during class time.

For contribution to discussions and group work in class, students are expected to speak proactively, based on preparations outside of class hours.

Textbooks: No.
Reference Books: Will be introduced and posted on "manaba", as necessary.

Look through resumes and materials that are posted on "manaba", in prior to attending a lecture. Do actively the review tasks.

Be interested in social issues on a daily basis and keep in mind to nurture a sociologically-looking insight without easily taking knowledge and information obtained from the media.
Topics in this course will cover 1) earth history over 4.6 billion years, 2) energy problems, and 3) earth environmental issues.

The earth is composed of lithosphere, atmosphere, hydrosphere, and biosphere. These components are interacted and balanced each other and have formed global environment over an extended period of time. Currently, human’s activity affects the global environment and causes its rapid change. Through this course, students should be able to understand the earth system and to consider the current environmental issues.

授業計画
1. Introduction to Environmental Science
2. Earth history over 4.6 billion years (1): Solar system and Earth
3. Earth history over 4.6 billion years (2): Beginning and evolution of life
4. Earth history over 4.6 billion years (3): Change of atmosphere
5. Energy (1): Fossil fuels
6. Energy (2): Nuclear power
7. Energy (3): Renewable energy
8. Environmental issue (1): Air pollution
9. Environmental issue (2): Acid rain
10. Environmental issue (3): Ozone depletion
11. Environmental issue (4): Global warming
12. Environmental issue (5): Extreme weather
14. Wrap up

授業時間外の学習
Read articles on environmental issues in newspapers and expand your interest in this topics.
Due to the remarkable development of computers, networks, measuring instruments, sensors, etc., a huge amount of big data is generated in the modern society. Many economic activities are now performed on the Internet, and such data is machine readable. Methods for processing these data and obtaining useful knowledge is called data science.

Data science is a fusion of statistics and informatics including machine learning and AI (artificial intelligence), and is an important technique that can change the society. In this lecture, we explain typical data science methods without preliminary knowledge of statistics and informatics. For actual data analysis, the statistical analysis system R is used.

Students can understand what is data science. They can also use some basic data science methods by themselves.

1. Hardware for data science
2. Software for data science (1)
3. Software for data science (2)
4. Data visualization (1)
5. Data visualization (2)
6. Data visualization (3)
7. Clustering (1)
8. Clustering (2)
9. Association rules (1)
10. Association rules (2)
11. Decision Tree
12. Graph data analysis
13. Deep learning
14. Review

Class participation 30%, Report 20%, Final exam 50%.


Students should tackle the tasks presented in class.
This course is designed for students who have never experienced skiing, to advanced skiers. They will learn basic skills and advanced technique according to their level. The content is centered on alpine skiing on general slopes, and includes activities unique to group practice such as time races using gates and formations. In addition to merely moving the body and acquiring skills, consideration to the natural environment, safety management in the natural environment, and even manners and rules on slopes where coexistence with other snow sports is inevitable. In addition, for international students, there are opportunities to experience life and food culture in snowy Japan through practical training with accommodation. Although it is an individual sports, students are asked to communicate with each other actively.

Through this course, students will learn the knowledge and practical skills to act safely in the ski area, and also learn the basics of deepening the understanding of the winter nature and enjoying skiing as a life long sports.

1. Guidance & Handling of Equipment
2. Warming up & Sliding on Flat terrain
3. Straight down and braking
4. Turn and brake in Snowplow
5. Continuous turn in Snowplow
6. Skiing on beginners slope (utilization of snowplow turn)
7. Travers (development of Stem bogen)
8. Side slip (development of Stem turn and basic Parallel turn)
9. Skiing on intermediate slope (utilization of Stem turn and basic Parallel turn)
10. Parallel turn long radius
11. Parallel turn short radius
12. Development of Carving technique
13. Skiing in Gates and Formation skiing
14. Overall technique on various terrain

Participation in on snow practicum during spring break is essential. Evaluation is based on understanding of exercise (40 points), learning level (20 points), consideration for safety (20 points), and written report (20 points).

Skiing uses gravity, but you need strength to control speed. Make sure that you move your body on a regular basis for training and prepare for on snow practicum.
After Global Studies I, the purpose of this class is to collect the information, preparation, planning for middle and long-term study abroad to acquire more professional classes, further English ability and global application skills. This class provides the expertise that can demonstrate the effectiveness of middle and long-term study abroad and exchange studies etc. After collecting the information, students will select his or her destination by themselves. During the study abroad period, consultations and information will be conducted through social media. After studying abroad, students will reflect on their experience and take steps to be active globally in the future.

**Materials will be distributed in the class or uploaded on Manaba.**

**Task(including in class) and Report: 60%, Class contribution:40%**

*However, those who attend less than 70%, and those who have not submitted reports(include task) will be judged as E.*

*Assignments are not limited to homework but may also be assigned during class, and are also subject to evaluation.*

*If you need feedback on task and reports, you should contact the professor at Manaba within one week after the lecture.*

**Do not use text. Materials will be distributed in the class or uploaded on Manaba.**

**It will take a considerable amount of time to learn for preparation such as information gathering, interview etc.**

*If you are going to study abroad at International Center, Chuo University, read “Study Abroad Guide Book” (issued by International Center, Chuo University) at the beginning of the spring semester 2020 and confirm which university you would like to go and take the examinations for the application qualification requirements (especially foreign languages). Even if you take the exams after starting this lecture, you may not be able to obtain the application qualification by the application deadline.*

*This course is for students who would like to participate on study abroad in the fall of 2021.*
*Since presentations of assignments will be made almost every time, attendance at every time will be needed.
科目名: Global Studies III
履修年度: 2020 学期: 秋学期
参考URL:

授業の概要
Based on the experiences of Global Studies I and II, this class provides to acquire global and professional skills and English ability as practical wisdom for domestic and overseas internship. As an advance instruction to participate in internship as practical guidance not only acquire business manner for global society as the basic and applied ability but also instruct them to acquire it as tacit knowledge in practice. During the internship, students will reflect on their experiences and report their experience. The class provide to give guidance to make use of it in their future.

科目目的・到達目標
Acquire professional skills to play an active role for internships in Japan and overseas

授業計画
Session1 Course Overview, Syllabus Review, Evaluation,
Session2 Destination of Internship and future design
Session3 Schedule guidance for preparing for Internship
Session4 Guidance for collecting information about Internship
Session5 Presentation own schedule, information and discussion (presentation)
Session6 Discussion for Destination and Local Information
Session7 Guidance for Required Documents
Session8 Guidance for preparation to go abroad
Session9 Guidance for interview
Session10 Basic skill for working (1) (Greeting, Clothing and Social customs)
Session11 Basic skill for working (2) (Case Studies) (practice)
Session12 Cross-cultural communication
Session13 Guidance for Crisis management
Session14 Course Evaluation and Feedback

成績評価方法
Task:40%, Report:30%, Class contribution:30%
* Those who attend less than 70%, those who do not submit reports (including task) will be judged as E.
* Assignments are not limited to homework but may also be assigned during class, and are also subject to evaluation.

テキスト・参考文献等

授業時間外の学習
Collect information and prepare the documents for Internship and abroad

その他特記事項
・Students will collect their own internship and information including those provided by Chuo.
・The lecture schedule will be adjusted according to the internship destination (domestic and overseas).
科目名：Adaptive Learning I (Intensive Writing)
履修年度：2020 学期：春学期 開講曜日時限：火4 配当年次：1〜4年次配当

授業の概要
科目目的・到達目標
授業計画
成績評価方法
テキスト・参考文献等
授業時間外の学習
その他特記事項

参考URL：

授業の概要

科目目的・到達目標

授業計画

成績評価方法

テキスト・参考文献等

授業時間外の学習

その他特記事項

履修条件・関連科目等
This course is designed for students who are aiming for Band 5.5 on the IELTS Academic test and for their language development. During the course, students will acquire 4 skills (listening, speaking, reading, and writing) by learning vocabulary, grammar, and pronunciation through the use of the textbook, its related online content, and English-English dictionaries (see the references below). Students will practice thinking in English, and understanding and producing sentences without translating, which is necessary for them to get a high Band score. They will also cover various topics and all of the sections, by learning how to correctly answer various types of questions including unique and difficult ones, and practice speaking and writing logically, fluently, and accurately.

The goal of this course is to help students to achieve 5.5 for each skill tested and develop their English skills. On completion of this course, students will be able to improve their listening skills by understanding how conversations or lectures go, quickly getting answers to different types of questions, and practicing pronunciation. Also, they will be able to develop their reading abilities based on techniques such as skimming, scanning, and predicting. Regarding speaking, students will be able to answer various questions quickly and speak logically with enough preparation. For Task 1 writing, they will be able to understand graphs, charts, diagrams or maps, and write summaries including enough features and useful expressions. In order to write Task 2 essays effectively, they will improve brainstorming techniques and write essays logically in written English.

The schedule may be subject to change based on students’ levels and abilities.

Week 1: Orientation, Learning strategies for IELTS Practice, Unit 1/Listening & Speaking about "Relationships"
Week 2: Practice, Unit 1/Reading & Writing about "Relationships"
Week 3: Practice, Unit 2/Listening & Speaking about "Places and Buildings"
Week 4: Practice, Unit 2/Reading & Writing about "Places and Buildings"
Week 5: Practice, Unit 3/Listening & Speaking about "Education and Employment"
Week 6: Practice, Unit 3/Reading & Writing about "Education and Employment"
Week 7: Practice, Unit 4/Listening & Speaking about "Food and Drink"
Week 8: Practice, Unit 4/Reading & Writing about "Food and Drink"
Week 9: Practice, Unit 5/Listening & Speaking about "Consumerism"
Week 10: Practice, Unit 5/Reading & Writing about "Consumerism"
Week 11: Test, Unit 6/Listening & Speaking about "Leisure Time"
Week 12: Test, Unit 6/Reading & Writing about "Leisure Time"
Week 13: Test, Unit 7/Reading & Writing about "Fame and the Media"
Week 14: Test, Unit 7/ Listening & Speaking about "Fame and the Media"
Summary evaluation, Feedback

Test scores: 15%, Summary Evaluation: 25%, Class participation: 40%, Homework and quizzes: 20%

Recommended dictionaries: will be introduced in class, so students do not have to buy them in advance.

Students will be asked to do homework assignments to develop their 4 skills and think in English.

Students should bring their PC to the first class.

They should attend the course actively by trying new study methods as well as doing individual, pair, and group work. The schedule may be subject to change based on students’ levels and abilities.
科目的：Adaptive Learning I (IELTS 5.5)

履修年度：2020 学期：秋学期 開講曜日時限：水2

授業概要

This course is designed for students who are aiming for Band 5.5 on the IELTS Academic test and for their language development. The textbook which will be used is different from the one used in the course aiming for 5.5 in the spring semester. The textbook for this course will be introduced when it is selected.

During the course, by using examination papers with different types of questions, students will get familiar with the Academic test format and practice exam skills. Those who did not take IELTS courses in the spring semester and also those who took them in the semester will be able to learn (or review) necessary techniques such as skimming, scanning, and logical speaking and writing.

After students do exam practice using examination papers, they will check their score based on the IELTS scoring system with their teacher’s support, and then they will analyze what they understand and what should be improved for their future exams.

授業計画

The schedule will be fixed later.

[Tentative schedule]
Week 1: Orientation/learning strategies for IELTS
Week 2: Practice 1, Listening & Speaking
Week 3: Practice 1, Reading & Task 1 Writing
Week 4: Practice 1, Task 2 Writing
Week 5: Practice 2, Listening & Speaking
Week 6: Practice 2, Reading & Task 1 Writing
Week 7: Practice 2, Task 2 Writing
Week 8: Practice 3, Listening & Speaking (timed)
Week 9: Practice 3, Reading & Task 1 Writing (timed)
Week 10: Practice 3, Task 2 Writing (timed)
Week 11: Test, Listening & Speaking (timed)
Week 12: Test, Reading & Task 1 Writing (timed)
Week 13: Test, Tasks 2 Writing (timed)
Week 14: Summary Evaluation & Feedback

成績評価方法

[Tentative]
Test scores: 25%, Summary Evaluation: 15%, Class participation: 40%, Homework and quizzes: 20%

授業時間外の学習

Students will be asked to do homework assignments to develop their 4 skills, review what they have learned in class, and write summaries and essays.

その他特記事項

Students should attend the course actively by trying new study methods as well as doing individual, pair, and group work. The schedule may be subject to change based on students’ levels and abilities.

Contact information:
科目名：Adaptive Learning II (Intensive Writing)
履修年度：2020学期：秋学期
担当教員：ゴマーマン ロバート B.
開講曜日時限：火4
配当年次：1〜4年次配当
参考URL：

履修条件・関連科目等

授業の概要

科目目的・到達目標

授業計画

成績評価方法

テキスト・参考文献等

授業時間外の学習

その他特記事項
This course is designed for students who are aiming for Band 6.0-6.5 on the IELTS Academic test and for their language development. During the course, students will acquire 4 skills (listening, speaking, reading, and writing) by learning vocabulary, grammar, and pronunciation through the use of the textbook, its related online content, and English-English dictionaries (see the references below). Students will practice thinking in English, and understanding and producing sentences without translating, which is necessary for them to get a high Band score. They will also cover various topics and all of the sections, by learning how to correctly answer various types of questions including unique and difficult ones, and practice speaking and writing logically, fluently, and accurately.

The goal of this course is to help students to achieve 6.0-6.5 for each skill tested and develop their English skills. On completion of this course, students will be able to improve their listening skills by understanding how conversations or lectures go, quickly getting answers to different types of questions, and practicing pronunciation. Also, they will be able to develop their reading abilities based on techniques such as skimming, scanning, and predicting. Regarding speaking, students will be able to answer various questions quickly and speak logically with adequate preparation. For Task 1 writing, they will be able to understand graphs, charts, diagrams or maps, and write summaries including enough features and useful expressions. In order to write Task 2 essays effectively, they will improve brainstorming techniques and write essays logically with a variety of expressions and structures in written English.

The schedule may be subject to change based on students’ levels and abilities.

Week 1: Orientation, learning strategies for IELTS, Unit 1/Listening & Speaking about "The Man-Made Environment"
Week 2: Practice, Unit 1/Reading & Writing about "The Man-Made Environment"
Week 3: Practice, Unit 2/Listening & Speaking about "Leisure and Recreation"
Week 4: Practice, Unit 2/Reading & Writing about "Leisure and Recreation"
Week 5: Practice, Unit 3/Listening & Speaking about "The News and Media"
Week 6: Practice, Unit 3/Reading & Writing about "The News and Media"
Week 7: Practice, Unit 4/Listening & Speaking about "Travel and Transport"
Week 8: Practice, Unit 4/Reading & Writing about "Travel and Transport"
Week 9: Practice, Unit 5/Listening & Speaking about "Business and Work"
Week 10: Practice, Unit 5/Reading & Writing about "Business and Work"
Week 11: Test, Unit 6/Listening & Speaking about "The Natural Environment"
Week 12: Test, Unit 6/Reading & Writing about "The Natural Environment"
Week 13: Summary Evaluation, Unit 7/Reading & Writing about "Educational System"
Week 14: Summary Evaluation & Feedback, Unit 7/ Listening & Speaking about "Educational System"

Test scores: 15%, Summary Evaluation: 25%, Class participation: 40%, Homework and quizzes: 20%


Recommended dictionaries: will be introduced in class, so students do not have to buy them in advance.

Students will be asked to do homework assignments to develop their 4 skills and think in English.

Students should bring their PC to the first class.

They should attend the course actively by trying new study methods as well as doing individual, pair, and group work.

Contact information:
ynanaganuma@tamacc.chuo-u.ac.jp  (Yukari Naganuma)
This course is designed for students who are aiming for Band 6.0-6.5 on the IELTS Academic test and for their language development. The textbook which will be used is different from the one used in the course aiming for 6.0-6.5 in the spring semester. The textbook for this course will be introduced when it is selected.

During the course, by using examination papers with different types of questions, students will get familiar with the Academic test format and practice exam skills. For those who did not take IELTS courses in the spring semester, and also for those who took them, they will learn (or review) necessary techniques such as skimming, scanning, and logical speaking and writing.

After students do exam practice using examination papers within the time limit, they will check their score based on the IELTS scoring system with their teacher's support, and then they will analyze what they understand and what should be improved for their future exams.

The schedule will be fixed later.

Tentative schedule

Week 1: Orientation/learning strategies for IELTS
Week 2: Practice 1, Listening & Speaking (timed)
Week 3: Practice 1, Reading (timed) & Task 1 Writing
Week 4: Practice 1, Task 2 Writing
Week 5: Practice 2, Listening & Speaking (timed)
Week 6: Practice 2, Reading (timed) & Task 1 Writing
Week 7: Practice 2, Task 2 Writing
Week 8: Practice 3, Listening & Speaking (timed)
Week 9: Practice 3, Reading & Task 1 Writing (timed)
Week 10: Practice 3, Task 2 Writing (timed)
Week 11: Test, Listening & Speaking (timed)
Week 12: Test, Reading & Task 1 Writing (timed)
Week 13: Test, Task 2 Writing (timed)
Week 14: Summary Evaluation & Feedback

The goal of this course is to help students to achieve 6.0-6.5 for each skill tested and develop their English skills. On completion of this course, students will be able to complete the whole test within the time limit by getting more correct answers.

Regarding listening and reading, they should understand the main theme and the main point of each part of the conversation/the lecture/the passage plus details, and then quickly understand differences in correct and incorrect answers and put correct answers in spaces provided. They will be able to speak and write more logically, more fluently, and more accurately including a wider range of vocabulary and complex sentence structures (grammar).
Students should attend the course actively by trying new study methods as well as doing individual, pair, and
group work. The schedule may be subject to change based on students’ levels and abilities.

Contact information:
ynaganuma@tamacc.chuo-u.ac.jp  (Yukari Naganuma)
授業の概要

This course is designed to help students who are aiming to develop their listening and speaking skills by improving their pronunciation in order to get between 5.5-6.5 on the IELTS academic test. Actually, it is very difficult for Japanese native speakers to get a high score for each of the listening and speaking skills because English pronunciation is completely different from Japanese one.

During this course, students will practice pronunciation by learning the 7 pronunciation tips, which have been compiled by the course teacher. The pronunciation tips have successfully supported more than 500 IELTS test takers in achieving their target score. The tips will enable students taking this course to understand what they hear at one time without looking at a script and to get a score they need.

The 7 Pronunciation Tips are as follows:
1. Individual sounds (vowels and consonants)
2. Sound changes (ex. linking/elision)
3. Word stress (accents)
4. Sentence stress (Key expressions within a sentence are said strongly and slowly.)
5. Intonation (In the middle of or in the end of the sentence, your voice rises or falls to show your intentions.)
6. Tone (By using different tones, you can show different moods or emotions within sentences.)
7. Chunking (A speaker says a sentence by making some groups of words.)

科目目的・到達目標

The goal of this course is to help students improve their pronunciation in order to achieve 5.5–6.5 for each of the listening and speaking skills. On completion of this course, students will be able to understand what is said when they listen to a certain context at one time and also make themselves clearly understood when they speak.

Pronunciation is a key to answering a lot of questions about long conversations and lectures in the IELTS textbook (for your level). During this course, students will be able to naturally produce individual sounds (vowels and consonants) and say sentences in which words are difficult for students to catch based on the 7 pronunciation tips. In all the speaking sections, a test taker’s pronunciation should be strictly checked. In order to have students’ pronunciation highly evaluated, they will have their pronunciation errors corrected by the teacher and improve their pronunciation in class.

授業計画

This schedule may be subject to change according to students’ levels and abilities.

Week 1: Orientation/Overview of the 7 pronunciation tips/Learning strategies for IELTS
Week 2: Practice, vowels and consonants and sentences in Listening Section 1 and in Speaking Part 1
Week 3: Practice, vowels and consonants and sentences in Listening Section 1 and in Speaking Part 1
Week 4: Practice, vowels and consonants and sentences in Listening Section 2 and in Speaking Part 2
Week 5: Practice, vowels and consonants and sentences in Listening Section 2 and in Speaking Part 2
Week 6: Practice, vowels and consonants and sentences in Listening Section 3 and in Speaking Part 3
Week 7: Practice, vowels and consonants and sentences in Listening Section 3 and in Speaking Part 3
Week 8: Practice, vowels and consonants and sentences in Listening Section 4 and in Speaking Part 1
Week 9: Practice, vowels and consonants and sentences in Listening Section 4 and in Speaking Part 1
Week 10: Practice, vowels and consonants and sentences in Listening Section 1 and in Speaking Part 2
Week 11: Practice, vowels and consonants and sentences in Listening Section 1 and in Speaking Part 2
Week 12: Test, vowels and consonants and sentences in Listening Section 2 and in Speaking Part 3
Week 13: Test, vowels and consonants and sentences in Listening Section 3 and in Speaking Part 1
Week 14: Summary Evaluation & Feedback

成績評価方法

Test scores: 25%, Summary Evaluation: 15%, Class participation: 40%, Homework: 20%

テキスト・参考文献等

Textbook: Students should buy either of the books below.
(for those who have never taken IELTS or who have a score of 4.5 or under)
Mindset for IELTS, Student’s book 1, Cambridge English
ISBN: 9781316640050

Or

(for those who have a score of 5.5 or over)
Mindset for IELTS, Student’s book 2, Cambridge English
ISBN: 9781316640159

Free materials: will be provided by the teacher

授業時間外の学習
Students will be asked to do homework assignments to develop pronunciation and review what they have learned in class.

その他特記事項
Students should attend the course actively by trying new study methods.

Contact information: ynaganuma@tumacc.chuo-u.ac.jp (Yukari Naganuma)
This course is designed to help students who are aiming to develop their listening and speaking skills by improving their pronunciation in order to get between 5.5-6.5 on the IELTS academic test. Actually, it is very difficult for Japanese native speakers to get a high score for each of the listening and speaking skills because English pronunciation is completely different from Japanese one.

During this course, students will practice pronunciation by learning 7 pronunciation tips, which have been compiled by the course teacher. The pronunciation tips have successfully supported more than 500 IELTS test takers in achieving their target score. The tips will enable students taking this course to understand what they hear at one time without looking at a script and to get a score they need.

The 7 Pronunciation Tips are as follows:
1. Individual sounds (vowels and consonants)
2. Sound changes (ex. linking/elision)
3. Word stress (accents)
4. Sentence stress (Key expressions within a sentence are said strongly and slowly.)
5. Intonation (In the middle of or in the end of the sentence, your voice rises or falls to show your intentions.)
6. Tone (By using different tones, you can show different moods or emotions within sentences.)
7. Chunking (A speaker says a sentence by making some groups of words.)
- Mindset for IELTS, Student’s book 1, Cambridge English
  ISBN: 9781316640050

Or

for those who have a score of 5.5 or over
for those who will take the IELTS course (for 6.0–6.5) in the fall semester

- Mindset for IELTS, Student’s book 2, Cambridge English
  ISBN: 9781316640159

And

Free materials: will be provided by the teacher

授業時間外の学習

Students will be asked to do homework assignments to develop pronunciation and review what they have learned in class.

その他特記事項

Students should attend the course actively by trying new study methods.

Contact information: ynaganuma@tamacc.chuo-u.ac.jp  (Yukari Naganuma)
授業の概要

本コースでは講義は英語で行い、英語のハンドアウトを配布する。

本コースでは、環境および環境と社会がもつ相互関係の重要さを論ずる。環境がこれまで世界の様々な人間社会の発達にいかに大きな影響を与えているのか。人と環境の関連性に対する認識の高まりはどのようであるのか。あるいは、現代のライフスタイルが環境にどのような影響を与いているのか。今の社会は持続可能であり得るのか、そのためにどうすればよいのか等について論ずる。

また、地球温暖化やヒートアイランド現象のような熱の問題や、再生エネルギー、車社会、消費社会（廃棄物に対する意識）、そして チェルノブイリやアラル海のような、事故や不適切な管理体制が原因となって引き起こされる、国土をも荒廃させる大惨事による社会への影響などを取り上げる。

This is a lecture course; lectures will be given in English with accompanying handouts in English.

The course will discuss the importance of both the environment and also the mutual relationship between the environment and society. First, we will look at the degree to which the environment has affected the development of human societies around the world. Next we will consider the growing recognition of how humans and the environment interact. During the course we will examine various aspects of how modern lifestyles are affecting the environment and whether this is sustainable, and consider some of the possible countermeasures. Some of the topics we will consider are the production of heat and society (global heating, the heat island phenomenon); renewable energy; and the car society. We will also look at the devastating effects on society that can occur when accidents occur or when inappropriate policies are adopted (e.g. Chernobyl, the Aral Sea, etc.). Lastly we will consider ecotourism, plastic pollution and the human impact on the oceans.

科目目的・到達目標

このコースでは、環境および環境と社会がもつ相互関係の重要さをまず知ることを目的として、幅広い環境問題を幅広く学ぶことによって環境への問題意識を育て、後の更なる学習へのステップとしたい。

This course will attempt to acquaint students with the importance of both the environment and also the mutual relationship between the environment and society. It will be an introductory course which will aim at providing students with a broad overview of this wide topic which will leave them with an understanding of the issues involved and at the same time provide a foundation for further study.

授業計画

Lecture 1 Introduction
Lecture 2 Environmental history
Lecture 3 Particulates and smog
Lecture 4 Global heating & the climate crisis: Causes and effects
Lecture 5 Global heating & the climate crisis: Countermeasures: heat islands
Lecture 6 Renewable energy
Lecture 7 Environmental disasters #1 (Chernobyl)
Lecture 8 Environmental disasters #2 (Aral Sea): Food miles
Lecture 9 The car society and transport
Lecture 10 Overtourism & water shortage in Ladakh
Lecture 11 Biodiversity & ecotourism in Madagascar
Lecture 12 Ecotourism in Japan and Antarctica: Plastic waste
Lecture 13 Human impact on the oceans
Lecture 14 Conclusion

成績評価方法

試験＝100%
Examination = 100%

テキスト・参考文献等

レジュメ配布
Handouts will be provided.

授業時間外の学習

Besides reading the material in the handouts, students should keep up with current events related to the environment by reading articles in The Guardian, The Independent and BBC News.
授業の概要
This course will introduce various aspects of modern life in Britain, including aspects such as the political and social systems, with particular emphasis on important problems, including issues of importance today such as Brexit. The course should be especially useful for students who wish to study in Britain (or who have previously done so).

授業計画
1. Introduction: What is the UK?
2. The monarchy and the political system
3. The UK and Europe (background)
4. The UK and Europe - The situation today with Brexit
5. The welfare state and the National Health Service
6. Privatization - a case study of public transport (the process and the current situation)
7. Race relations
8. The education system
9. The class system (1)
10. The class system (2)
11. Northern Ireland and “The Troubles”
12. Pubs and beer
13. Topics from daily life (some parts may be discussed earlier in the course)
14. Conclusion

授業時間外の学習
Besides reading the material in the handout, students should study current events in Britain by reading articles from The Guardian, The Independent and BBC News websites.
履修年度: 2020 科目名: Lecture(Global Media Industries)／Special Lecture(Global Media Industries)／特殊講義(Global Media Industries)

| 開講曜日時限: | 水4 | 配当年次: | 1年次配当 |

履修条件・関連科目等

授業の概要

Media texts are often seen as detached, ungrounded fictional or commercial spaces, representative of ‘unreal’ worlds - yet media texts are also produced and consumed in specific geographical locations, and depict locations both ‘real’ and ‘imagined’. This course will examine the multilayered relationships between media and space. Seeking to view media as profoundly tied to shifting locations and communities, this course will discuss media texts as they pertain to local, regional, national and transnational contexts.

The course will begin with analyses of the roles of culture and nationality in the production, transmission and consumption of media texts, cultivating an understanding of media texts as related to many diverse actors (for example, nations, communities, corporations and individuals). We will then examine the function of marketing and merchandising in constructing the cultural positions of media texts. The course will conclude with dual focuses on the construction of commercialized spaces through media texts and on ‘world-building’ within media texts.

科目目的・到達目標

The first half of this course will consist of lectures using contemporary and historical examples to introduce the main course themes. Students will be encouraged to relate the lecture content to their own experiences and knowledge. In the second half of the course, lectures will be supplemented by student-led discussions on the assigned readings. Students will also be expected to deliver short presentations on their final essay topics.

授業計画

Week 1 Studying media
Week 2 Mediated cultures
Week 3 Media and globalization
Week 4 National media
Week 5 Nation branding through film and television
Week 6 Transnational media
Week 7 Media and cultural identities
Week 8 Fandom and community construction
Week 9 Student presentations
Week 10 Media franchising
Week 11 Constructing space through media content
Week 12 Adaptation and world-building
Week 13 Review
Week 14 Conclusions

成績評価方法

20% Class participation
20% Presentation and discussion moderation on one assigned reading
10% Class presentation on final essay topic
50% Final essay (approximately 2,000 words)

テキスト・参考文献等

All materials will be supplied by the instructor.

授業時間外の学習

Students are required to spend at least an hour per week reading and reviewing class materials and preparing assignments.

その他特記事項

2020年度中央大学講義要項 130
Children are consumers and creators of media, participants in complex social media worlds and the targets of intensive marketing campaigns, personally shaped by media texts while simultaneously shaping media industry trends. The questions of what media children should be exposed to, in what ways, and for what purposes – and, ultimately, who gets to decide – provide a basis for addressing broader questions about the role of media in society. This course will seek to provide an overview of the production, marketing and consumption of children's and young adult (YA) media. Through an emphasis on the functions of children's and YA media texts amongst a host of relevant actors (for example, parents, educators, legislators and media companies, as well as children themselves), students will examine the contested positions of children's and YA media in contemporary societies.

The course will begin by outlining critical ethical issues in the study of children and media, addressing topics such as censorship and civic engagement. Subsequent classes will discuss specific case studies of children's and YA literature, film, television, video games and multimedia franchises. Students will critically examine children's and YA media texts in the context of relevant readings, focusing on the intersections between media form, textual content and commercial interests.

Week 1: Introduction: Children and media
Week 2: Children's media studies and human rights
Week 3: Regulating young people's access to media
Week 4: Video games and violent effects
Week 5: Media didacticism
Week 6: Youth media production
Week 7: Youth online participation
Week 8: Textual expansion and media franchises, response paper due
Week 9: Gendering children's television
Week 10: YA literature presentations
Week 11: Consumerism and critique
Week 12: Childhood and cinema
Week 13: Course review
Week 14: Conclusions, final essay due

Materials will be provided by the instructor.

Students are required to spend at least an hour per week reading and reviewing class materials and preparing assignments.
授業の概要

We shall begin with a brief overview of the history of Islam and the Islamic world. This will be followed by a presentation of the main areas of Islamic thought and of the different regions of the Islamic world. In the meantime the students will be expected to choose topics of interest to them relating to Islam, carry out their own research on these topics during the course of the semester, and to present the results of their research in class towards the end of the semester.

科目目的・到達目標

The aim of the course is to acquaint the student with the basic facts relating to the history, culture and thought of the Islamic world.

授業計画

1. Orientation
2. History of Islam 1: Muhammad
3. History of Islam 2: Caliphate
4. History of Islam 3: Modern Period
5. Development of Islamic Thought 1: Kalām
6. Development of Islamic Thought 2: Fiqh
7. Development of Islamic Thought 3: Sufism
8. Overview of the Islamic World 1: Arabian Peninsula
9. Overview of the Islamic World 2: Middle East
10. Overview of the Islamic World 3: Outlying Areas
11. Presentations 1
12. Presentations 2
13. Presentations 3
14. Conclusion and Discussion

成績評価方法

Attendance and participation: 50%
Presentation and final report: 50%

テキスト・参考文献等

Instructions will be given in the first class.

授業時間外の学習

Instructions will be given in the first class.

その他特記事項

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2020年度中央大学講義要項 132
Today, about 33% of the world is Christian and about 25% Muslim, with Islam as the world’s fastest growing religion today, set to overtake Christianity within the next 50 years. With over half the world’s population at least nominally associated with these two monotheistic religions, it is important for all of us to understand how they began and what each believes and practices.

1) Historic Development: We will see how the fundamental beliefs from Judaism became part of religion in the West. The foundational idea of the ONE GOD, goes back to pre-history, perhaps as far as 4,000 years ago, to a person named Abraham. The development of this idea of the ONE GOD--through the millennium--was shaped and reshaped again and again into what we have today: the three great monotheistic religions.

2) Basic Beliefs and Practices: As we study these foundational beliefs, we will see how each is similar to the other--as well as how each developed different visions. More time will be devoted to Judaism, of course, since it is the source of Western religious consciousness. We will gain a sense of how historic moments, some dating back almost 4,000 years, are still remembered today. I hope students gain a sense of the meaning those who are devoted to these religions feel in their lives.

3) The Holy Books: We also focus on the development each religion’s holy books: the Hebrew Bible, the Christian New Testament, the Muslim Qur’an. The Hebrew Bible began in an oral tradition, as early as 1,200 BCE, with its first “written” sections beginning in about 1,000 BCE. Written over six hundred years, the Hebrew Bible was completed by about 400 BCE. The Christian New Testament was written mostly by Jews outside of Palestine and Christianity was closely connected to Judaism for about one hundred years. The Muslim Qur’an, as the Hebrew Bible, began in a society with an oral tradition, with Muhammad making divine pronouncements in the tradition of the great Hebrew prophets.

4) Field Trips: We will also take two field trips in place of Friday classes. The first will be to the Synagogue (Jewish) in Hiroo, Tokyo on Week 6. Students can speak with the Rabbi (teacher) regarding any questions they may have. The second will be to the Mosque (Islam) in Yoyogi-uehara, Tokyo. And we can speak with the Imam as well. I encourage everyone to join these trip in order to understand the heart of these communities more deeply.

This is a reading and discussion course, and I will use films and documentaries as visual aides to illustrate particular values and historical contexts and to show important stories from the Hebrew Bible, the Christian New Testament, and the Muslim Qur’an. We will give special attention to their origins. How did they begin? What caused them to endure and flourish? What do their holy books say? Why are these books still important today? The course focuses on three aspects of the religions: 1) Historic Development; 2) Basic Practices and Beliefs; 3) and the Holy Books:

1) Who wrote the Hebrew Bible?
2) The legends of Abraham and Moses
3) Jewish Practices and Traditions
4) Jesus of Nazareth
5) Who wrote the New Testament?
6) How early Christianity grew out of Judaism
7) Mohammed and the rise of Islam
8) The Qur’an
9) Islamic beliefs and practices.

Week 1: Introduction/The Bible as Covenant: Abraham
Week 2: Judaism: Its Practices
Week 3: Judaism: Its Practices
Week 4: Passover, celebrated by Ephraim ben Moshe
Week 5: Who Wrote the Bible?
Week 6: Trip to Synagogue, in place of class
Week 7: A Messiah Appears in Galilee
Week 8: The Sayings of Jesus
Week 9: The Saying of Jesus
Week 10: The Letters of Saint Paul
Week 11: The Letters of Saint Paul
Week 12: Mohammed’s Message
Week 13: Who Is Muhammad
Week 14: Field Trip to Mosque in Yoyogi-uehara/ Islamic Practices

Your grade is based mostly six short research assignments, two from each of the religions, to prepare for short class discussion.
The instructor will provide all the materials.

授業時間外の学習

I will follow the department’s policy of required 80% attendance. Please speak with me if you have unforeseen challenges with this. I hope that students spend at least an hour each week on the reading, discussion, and internet-assignments.

その他特記事項
We will begin the semester (the first four weeks) briefly covering historical events that formed or reinforced each of the worldviews: 1) the Temple State Period; 2) the Hellenistic Period; 3) the Roman Empire; 4) the Age of Science; 5) the Reformation; 6) the Enlightenment; 7) the Industrial Revolution; 8) the Russian and Chinese Revolutions; 9) Economic Globalization; 10) the Environmental Movement, among many others. These formative movements show the power of value-systems to shape societies. The assignments during the semester will focus on how these worldviews are expressed today by governments, religions, NGOs, and ethnic or racial groups.

Worldviews are very ancient but have been reincarnated again and again under different labels and names. While more of this course will look at their Western formations and expressions, these worldviews are universal and seem to follow “deep” visions of order from the human spirit: so I will use examples from East and West, from both developing countries and developed countries.

The concept of “equality,” whether it is affirmed or denied, is the source of political conflict today and we will study a few examples. Since worldviews are seen most clearly during conflict (wars and revolutions), we will look a little more closely at a few historical moments—the American Civil War, the Civil Rights Movement, the Environmental Movement, and the Anti-Globalization Movement—to understand how value clashes are changing societies and the world. Once we become aware of these value systems, they are easy to identify in everyday life, in people all around us and in the media.

We will look at these great forces from a unique paradigm (by H. Richard Niebuhr) to aid in understanding: Against Culture (Radical Right); Of Culture (Radical Left); Above Culture (Center/Left); Culture In Paradox (Conservative); and Transformer Of Culture (Progressive), with the caveat that worldviews go beyond such political labels as “Radical Right” and Radical Left. Worldviews instead reflect a basic sensibility (an individual sense of reality), before politics or any action. As Ralph Waldo Emerson said: “An action is the perfection and publication of thought.”

The course evaluation, in addition to attendance and participation, is from five internet-research assignments—with group discussions—one for each of the worldviews. If your birthday falls on an “odd” day: 1, 3, 5, etc., then you will have the In Theory assignments; if on an “even” day: 2, 4, 6, etc., you will have the In Practice assignments. You will have one assignment every two weeks, in addition to a warp-up discussion assignment at the end of the semester.

These fundamental value-systems are seen in how people, groups, or institutions answer the following questions (these questions reflect the course goals):

- How are people “equal?” Is equality affirmed (or denied) in government policy? Or by majority groups toward minority groups?
- What is the source of crime, poverty, etc.—Is it caused primarily by individuals or by the societies themselves, from the inherent social order?
- How important is continuity from traditions for a person or for a group?
- What values do people (or government policies) place as an “absolute”? What is most important? Is it the nation, ethnic group, or religion? Or is it more universal values of the international community or “universal” human rights?
- What is the source of values or ethics: from tradition, religion, what is evident in “nature” or from humanity itself and its interaction with a changing social environment?

Week 1: Introduction/Overview of Worldviews.
Week 2: Worldview Formation: From Temple States to the Industrial Revolution.
Week 3: Worldview Formation: From the Industrial Revolution to the Environmental Movement.
Week 4: The Clusters of Values Underlying Worldviews. Worldviews & Issues of Poverty.
Week 5: Against Culture—in Theory.
Week 6: Against Culture—in Practice.
Week 7: Of Culture—in Theory.
Week 8: Of Culture—in Practice.
Week 9: Above Culture—in Theory.
Week 10: Above Culture—in Practice.
Week 11: Culture In Paradox—in Theory.
Week 12: Culture In Paradox—in Practice.
Week 13: Transformer Of Culture—in Theory.
Week 14: Transformer Of Culture—in Practice.
テキスト・参考文献等
The instructor will provide all materials.

授業時間外の学習
Please attend every week! I will follow the university’s policy of requiring 80% attendance. Please spend time with each with your internet-research assignments and the reading assignments.
Psychology studies all aspects of human behaviour and mental processes, and so the discipline is of particular relevance to everyone. This introductory psychology course attempts to survey some of the more interesting findings from psychological research which provide valuable insights into human nature.

The course covers the following five broad areas of psychology.

1. The area of action addresses the basic question of why do we act as we do by looking at the biological basis of behavior and learning.
2. The area of cognitions addresses the basic question of how do we know what we know. The section includes classes on perception, memory and language.
3. The area of social behavior addresses the basic question of how do we interact with each other and considers both the behavioral and cognitive aspects.
4. The area of development addresses the basic question of how do we develop throughout the lifespan. The section looks to both cognitive development in children and issues of social development.
5. The area of individual difference addresses the basic question of how do we differ from others and covered both personality, intelligence and mental disorders.

This course aims to provide an introductory overview of psychology. As such, it can be regarded as being foundational for the cultural psychology course [offered in the autumn semester course], where many aspects of psychology are reexamined from a cultural psychology perspective. Accordingly, students interested in taking the cultural psychology course in the autumn are recommended to also take this course in preparation.

Class 1: Introduction to course and to psychology
Class 2: Contemporary perspectives and methodology
Class 3: Biological foundations of behaviour
Class 4: Learning
Class 5: Perception
Class 6: Memory
Class 7: Language
Class 8: Social behaviour
Class 9: Social cognition
Class 10: Cognitive development
Class 11: Social development
Class 12: Personality and intelligence
Class 13: Mental disorders
Class 14: Conclusion

Students are required to spend sufficient time each week on reading the provided lecture text. Students are strongly advised to prepare in advance of lecture, to gain most benefit from the lecture-style classes. Students are also expected to schedule in appropriate time for preparing the report assignments over the semester.

Note: Students who are absent four times or more during the semester will receive an F grade.

No textbook is assigned for this course: The instructor will provide materials.
Psychology is the scientific study of behaviour and mental processes. Cultural psychology is the recently emerging discipline that investigates to what extent are human behaviour and mental processes universals and to what extent are they shaped by culture. Retackling many of the basic psychological concepts introduced within the introductory psychology course, this cultural psychology course seeks to highlight the important contribution of cultural psychology to psychology in general by challenging psychologists to strive for more complete and richer explanations of the complexities of human behaviour and mental processes, not just as they may function within one culture, but as they function within all cultures. Thus, this course seeks to foster a deeper appreciation for the mutual constitution of culture and mind by reconsidering some of the fundamental concepts of psychology. In particular, it re-examines in greater detail some central theories of psychology, such as self and personality, emotions and motivation, thinking and language, and social interactions. In demonstrating how behaviour and mental processes must be examined within the cultural context, the course also aims to encourage students to reflect on how their behaviour and mental processes are culturally-bound.

No textbook is assigned for this course: The instructor will provide materials.

Students are required to spend sufficient time each week on preparing for the classes, including preparing for the key concept review activity for the previous lecture and preparing for each lecture by looking over the lecture presentation slides in advance, in order to gain the most benefit from the lecture-style classes. Students are also expected to schedule in appropriate time for preparing the report assignments over the semester.
The minimum TOEIC score needed for this course, therefore, would be somewhere around 700, with strong reading and speaking skills.

IMPORTANT! This is a reading-intensive course primarily designed for graduate and advanced-level students. Those who have difficulties in reading original International Relations articles/book chapters are advised not to take this course unless they are highly motivated.

This course is a joint course with the Graduate School of Policy Studies, and thus requires an extremely high level of English competence. In order to survive in this course, students need to read each week at least 50 pages of original English texts often used in U.S. undergraduate & graduate courses on International Relations Theory. Students are also expected to make a presentation on chosen readings every two to three weeks. The minimum TOEIC score needed for this course, therefore, would be somewhere around 700, with strong reading and speaking skills.

Based on lecture and seminar-style discussions. Students must do the assigned readings before coming to class, and are expected to make a presentation every two to three weeks.

This course introduces students to major theories of international relations. Its aim is to help students develop theoretical understandings of world affairs and understand important theoretical debates on the nature of international relations, causes of war and conflicts, the role of states and non-state actors, the role of ideational/cultural factors vis-à-vis material factors, the utility of force, etc. In so doing, students will learn various theoretical approaches and concepts that are significant in conducting systematic analysis of international affairs and foreign policy making.

Topics are subject to change, depending upon the needs of students enrolled.

1. Orientation
2. Concept, Theory, and Paradigm: What is theory, causality, scientific progress?
3. Realism (1): Overview and Basic Concepts (Power, Anarchy, Security Dilemma, etc.)
4. Realism (2): Structural Realism and After
5. Liberalism (1): Economic Interdependence, Domestic Politics, and Neoliberal Institutionalism
6. Realism vs. Liberalism: Game Theories and Cooperation/Conflicts in International Relations
7. Formal Model Theories and International Relations
8. Summary So Far
9. Constructivism (1): Overview
11. Critical Approaches
12. Student Presentations 1
13. Student Presentations 2
14. Conclusion

Class attendance & active participation 50%
Occasional Papers & Presentations 50%

No textbook required. (Readings will be distributed.)
Students may find various undergraduate textbooks on international relations theories useful. They are available at the Faculty of Policy Studies Library.

Do the reading and other assignments at home, and come to class prepared to discuss what they read.

1. Please read newspapers (Japanese and/or English) or watch foreign TV broadcasting (CNN, ABC, NBC, etc.) to be familiar with ongoing events in the world.
2. Students’ active participations in class discussions are required.
We live in a world the majority of whose population consider themselves, at least nominally, to be adherents of Christianity or Islam, and it goes without saying that no in-depth understanding of the world we live in is possible without an insight into the belief systems of these two religions. These two religions have, in turn, constructed their thought systems through a dialogue of 'faith' and 'reason', that is to say, through the interaction between the revealed 'truths' as found in their sacred books and the systems of rational thought which they largely inherited from the Greeks. What we shall do in our course is to investigate the mechanism of this interaction by looking at the way in which some of the major thinkers of Christianity and Islam attempted to explain the tenets of their faiths in terms of the science and philosophy of their times.

We shall begin the course by reminding ourselves of some of the major tenets of Christianity and Islam, such as those relating to the existence of God, Creation, divine revelation and human salvation, and go on to examine the way in which some of the major Christian and Muslim thinkers of the past attempted to explain these articles of faith in terms of the thought systems they inherited from the Hellenistic world. In the latter part of the semester, the students will be expected to choose certain items of the Christian and Muslim creeds that are of interest to them, research the history of the way in which those items have been treated, present their findings in class, and put together the results of their research in their end-of-semester reports.

The aim of the course is to acquaint the student with the basic tenets of the two major monotheistic religions of the world, as well as with the manner in which the belief systems of these two religions operate.

1. Orientation
2. Review of Christian doctrines
3. Review of Islamic doctrines
4. Christian Thinkers 1: Origen and Evagrius
5. Christian Thinkers 2: Cappadocians
6. Christian Thinkers 3: Ephrem and the Syriac Tradition
7. Christian Thinkers 4: Augustine
8. Islamic Thinkers 2: Ibn Sīnā
9. Islamic Thinkers 3: al-Ghazālī
10. Christian Thinkers 5: Thomas Aquinas
11. Presentations 1
12. Presentations 2
13. Presentations 3
14. Conclusion and Discussion

Attendance and participation: 50%
Presentation and final report: 50%

Readings materials will be provided in class by the instructor.

Instructions will be given in the first class.
授業の概要
The course begins by surveying the history of development in the post-war period, including the UN’s concept of “sustainable development” and the UN Sustainable Development Goals. Also addressed are emerging concerns over the relationship between environment and development related to ecological sustainability, social justice, and human well-being. The course then examines several key development theories, including (1) conventional / neoliberal theories; (2) dependency / world systems theories; and (3) post-development / alternative development theories, to see how they might be applied to environment and development issues. Consideration is also given to recent debates over the extent to which free trade and official development assistance promotes ecological sustainability and quality of life. Responses on the part of multinational corporations and international institutions, such as the World Bank, IMF, and WTO, to calls for sustainable development are also investigated, and compared with the views of anti-globalization activists. Finally, international negotiations on issues such as whaling and global warming are considered from the perspective of development theory. The course follows a lecture-discussion method. After the material for each unit has been introduced, students will have an opportunity to ask questions and make comments about the material.

科目目的・到達目標
The aim of this course is to provide students with an overview of the field of Development Ethics.

授業計画
Week 1: Historical background of development theory
Week 2: Initiatives by the United Nations
Week 3: Development and ecological sustainability
Week 4: Development and social justice
Week 5: Development and meeting basic human needs
Week 6: Capitalist development paradigms
Week 7: Marxist development paradigms
Week 8: Post-development theories
Week 9: Alternative development paradigms
Week 10: Free trade and the environment
Week 11: Direct investment and official development assistance
Week 12: Global institutions (multilateral assistance)
Week 13: The anti-globalization movement
Week 14: International negotiations on environmental issues

成績評価方法
Students will be evaluated on the basis of a final take-home examination (100%). Attendance and class participation are expected. Grades will be automatically reduced if students have any unexcused absences.

テキスト・参考文献等
Handouts of relevant readings will be made available by the professor and a bibliography will be provided for further reading. The following book will also be made available at the library: Richard Evanoff, Bioregionalism and Global Ethics: A Transactional Approach to Achieving Ecological Sustainability, Social Justice, and Human Well-being (London: Routledge, 2011).

授業時間外の学習
Students are required to spend at least an hour per week studying textbooks, class materials, or handouts in order to prepare for the next class and also to review material studied in previous classes.

その他特記事項
授業の概要
This course will look at some of the major issues raised during the United Nations’ “Year of Dialogue Among Civilizations.” Special attention will be given to the role that culture plays in what Samuel P. Huntington has referred to as the “clash of civilizations.” The course will begin with several contemporary case studies for analysis, and then move on to theoretical issues, such as theories of globalization and the role of intercultural communication, education, science/technology, the media, and ethics in cross-cultural dialogue. Finally, the course will consider how normative solutions to cross-cultural conflicts can be arrived at.

科目目的・到達目標
The course will seek to answer the following questions: What are the causes of cross-cultural conflicts? How can dialogue help to resolve such conflicts? How should dialogue across cultures be conducted? The course will also look at how culture interacts with other social systems in international society, including political and economic systems.

授業計画
Week 1: Course introduction and overview of the UN project “Dialogue Among Civilizations”
Week 2: Case studies
Week 3: Methodological issues
Week 4: Theories of globalization: Convergence theory
Week 5: Theories of globalization: Divergence theory
Week 6: Theories of globalization: Dual theory
Week 7: Theoretical approaches in intercultural communication: Objectivism
Week 8: Theoretical approaches in intercultural communication: Subjectivism
Week 9: Theoretical approaches in intercultural communication: Interactive
Week 10: Cross-cultural dialogue: Intercultural situations
Week 11: Cross-cultural dialogue: Examples
Week 12: Cross-cultural dialogue: Possible resolutions
Week 13: Cross-cultural criticism
Week 14: Conflict resolution

成績評価方法
Students will be evaluated on the basis of a final take-home examination (100%). Attendance and class participation are expected. Grades will be automatically reduced if students have any unexcused absences.

テキスト・参考文献等
Handouts of relevant readings will be made available by the professor and a bibliography will be provided for further reading. Students may wish to do an online search of “Richard Evanoff - Intercultural Ethics” for articles written by the professor on this topic.

授業時間外の学習
Students are required to spend at least an hour per week studying textbooks, class materials, or handouts in order to prepare for the next class and also to review material studied in previous classes.

その他特記事項
This course introduces the major themes and debates of feminist philosophy from its early days to the present. Feminist theory is interdisciplinary, which means it covers broad and diverse fields of critical, social and political topics. The course is divided into five parts to cover a wide range of feminist perspectives, strategies, political affiliations and conflicts. In part one, “Introduction” we consider ways into feminist thinking using Sara Ahmed's Living a Feminist Life (2018), discuss current events such as #MeToo, the slogan “the Personal is the Political,” learn about the history of feminist thought and investigate feminism's popular and unpopular images. We also address how to talk about feminism (bell hooks and Eve Kosovsky Sedgwick).

Lecture 1: Introduction to the course and to the history of feminist thought as well as its relevance today. This lecture will introduce some important terms.

Lecture 2: Feminist Thought today and ways to talk about it (hooks, Ahmed, Kososky Sedgwick)

Part two - Science and philosophy

In part two, “Science and Philosophy” we study questions of gender and knowledge in the context of Western science and philosophy. We read white Western feminist thinkers (Sandra Harding, Genevieve Lloyd, Donna Harraway and Michèle le Dœuff) on the situation of women in science and philosophy, particularly in relationship to concepts of reason and objectivity. We ask how is knowledge produced, by whom, for whom, in what circumstances, and for what ends?

Lecture 3: Feminist Theory and Androcentrism - Harding

Lecture 4: Feminist thought and philosophy - Lloyd and le Dœuff

Lecture 4: Feminist thought and objectivity - Harraway

Part three - Theories of sex, gender, and sexuality

Part three “Gender Trouble” explores the conflict between gender essentialism and gender constructivism in Simone de Beauvoir’s The Second Sex (1949) and Judith Butler’s Gender Trouble (1990). We also inquire into feminism theory’s relationships with lesbian theory (Cheshire Calhoun 1994) and queer theory (Annamarie Jagose 2009 and Kathy Rudy 2000). Crucially, the course studies gender binary as a hostile boundary but also as possible meeting place for trans theory and feminist theory (Talia Mae Betcher 2017), and radical transgender theory (Andrea Long Chu 2018-19).

Lecture 5: Woman as becoming other - de Beauvoir and Butler

Lecture 6: Lesbianism - Calhoun; Queer - Jagose

Lecture 7: Transgender and feminism - Betcher and Long Chu

Part four - Politics and Feminisms

Part four “Feminisms” examines the political feminist positions (Susan Watkins) liberal (Alison Jaggar; Nancy Fraser) radical (Sheila Jeffreys) and materialist (Monique Wittig, Heidi Hartman) feminist thought in relation to woman and class, and we discuss the effects of post feminist analysis and claims (Rosalind Gill and Stephanie Genz). We will also study debates about essentialist (Sheila Jeffreys, Luce Irigaray) and constructivist (Judith Butler) accounts of gender.

Lecture 8: Liberal, Radical, Materialist Feminism – Wittig, Hartman.

Lecture 9: Film screening Angry Women

Lecture 10: Post Feminism – Genz and Gill

Part five - Race and feminism thought

Part five “Race and Feminism” introduces the problems of white feminism (Ien Ang) and third world women and feminist philosophy (Chandra Talpade Mohanty and Trinh T. Minh-ha). This final part of the course also takes up black feminist theory (Audre Lorde), its work on the visibility and invisibility of black women (Gail Lewis), the formulation of black women as degendered subjects and black feminist fugitivity or what happens when black women abandon gender (Mortense Spillers, Haidyi Hartman, Christina Sharpe, Alexis Pauline Gumbs).

Lecture 11: Third world feminism theory – Mohanty and Minh-ha

Lecture 12: Black women and feminist theory – Lorde and Lewis
Lecture 13: Black women, degendering and fugitive feminism - Spillers

Lecture 14: Revision of course

評価方法
1. Presentation 20%
2. 2000 word essay 30%
3. Five reading summaries (10% each) 50%

テキスト・参考文献
Reading materials will be given in class as paper handouts of articles or available as PDFs on Manaba.

授業時間外の学習
Students are required to spend at least four hours per week reading class materials.

その他特記事項
This course explores the significance of the ordinary practice of walking, approaching it as a political, philosophical, artistic, and cultural phenomenon. We consider the concepts of space and place, and placelessness and non-place, and study the significance of public space in connection to one’s right to such a place. The courses also investigate walking used as a method in cultural geography to explore social and historical elements of specific locales from big cities to new satellite towns. We also read poetry and other literary works about walking, including descriptions of the 19th century flâneur, the theory and practice of psychogeography, and walking as an art practice from the 1920s to today. Along with primary materials discussing particular walks and walking, the course reads widely from cultural studies, critical theory, feminist theory, critical race theory, cultural geography, literary analysis, and art criticism and commentary. “On Walking” asks students to consider the constructed nature of the worlds in which we live, to reckon with being part of those worlds, and to think about environments as not merely filled with namable phenomena but as containing their own geography and history that can be treated as a politics and a poetics of space. Please note that the course involves a walking assignment which vividly demonstrates that walking, with its linear movement and rhythm, can also become a powerful tool for writing.

**College of Arts**

**Department of Geography**

**Course Title:** Walking, Art, and Literature

**Course Description:**

This course explores the significance of the ordinary practice of walking, approaching it as a political, philosophical, artistic, and cultural phenomenon. We consider the concepts of space and place, and placelessness and non-place, and study the significance of public space in connection to one’s right to such a place. The courses also investigate walking used as a method in cultural geography to explore social and historical elements of specific locales from big cities to new satellite towns. We also read poetry and other literary works about walking, including descriptions of the 19th century flâneur, the theory and practice of psychogeography, and walking as an art practice from the 1920s to today. Along with primary materials discussing particular walks and walking, the course reads widely from cultural studies, critical theory, feminist theory, critical race theory, cultural geography, literary analysis, and art criticism and commentary. “On Walking” asks students to consider the constructed nature of the worlds in which we live, to reckon with being part of those worlds, and to think about environments as not merely filled with namable phenomena but as containing their own geography and history that can be treated as a politics and a poetics of space. Please note that the course involves a walking assignment which vividly demonstrates that walking, with its linear movement and rhythm, can also become a powerful tool for writing.

**Course Objectives:**

Students will gain insight into the significance of the seemingly ordinary practice of walking. The course is interdisciplinary and students will learn to read material from diverse fields including literature, geography, and philosophy. Students will develop the ability to read critically and to articulate their ideas both verbally through giving a presentation on a key topic of the course, and in writing through an end of semester essay. Significantly, students will also learn how to write about walking by talking at least one walk themselves and producing a report (plus video, audio, or photographic) on the experience.

**Course Outline:**

**Class 1 — “Introduction: Walking and Leisure”** The first lecture on the history and culture of walking explores the emergence in Europe of walking as a leisure activity. We trace the social and political changes that accompanied the time when the oldest form of human physical activity took on new meanings and people began to say “I’m going for a walk.”

**Class 2 — “Walking and Pleasure”** Continuing with the theme of walking, modern democracy, capitalism, and social freedom, this class focuses on the epoch-marking figure of the Parisian flâneur whose presence signals the spread of consumerism but also its opposition in the form of a resistant saunter or stroll.

**Class 3 — “On ‘Place’”** This class introduces the concepts of place and space, their differences and interrelation, and the contrasting notions of placelessness and non-place. We look at the historical, political, and geographical significance of place and its significance today in a time of high global migration and the movement of refugees.

**Class 4 — “The Right to the City”** We study the significance of public space in connection to the theory of “the right to the city” in particular the right to access and crucially to the production of public space. We also study the tension between the desire for freedom and the need for safety in today’s cities.

**Class 5 — “Walking While Other”** This lecture explores the failure of walking as an ideal of freedom. We discuss gender and race and the perils of walking some urban streets, and what the danger means in relation to public rights and space. We also look at examples of resistance and protest marches against racial persecution or sexual discrimination.

**Class 6 — “Walking as Method”** The class analyses the use of walking as a formal method used in cultural geography to explore social and historical elements of specific locales from big cities to new satellite towns. To follow this line of thinking, we focus on one or two specific studies of place and think about what walking as a method might offer to a study of place that other modes of scholarship don’t.

**Class 7 — “Psychogeography”** We read about the history of the concept of psychogeography from its beginnings with the political Situationist International group in 1950s France to contemporary examples on the streets of big cities and small towns. We will explore the often misunderstood idea of psychogeography and its practice of drifting, which students will have an opportunity to try for their first assignment.

**Class 8 — “Psychogeographic walk”**

**Class 9 — “Philosophy and Walking”** This class looks at philosophy’s close relationship to walking, an association that begins with ancient Greek thought. Walking is regarded as one of best activities for contemplation and as a catalyst for creating ideas and solving problems. We will discuss the work of several walking philosophers, notably Friedrich Nietzsche whose intense walking practice brought him to collapse but also to exciting moments during which he created some of his most brilliant concepts.

**Class 10 — “Walking the Poetic Line”** This class traces the complementarity of walking and writing. We look at the poetry of the 1700s romantic tradition to read the connection between the pacing of a line on foot and on the page. We then move into the work of 20th and 21st century poets whose walking brings them unto the street and into the everyday where encounters between environment, people, and events become the subjects of poetry but also form the basis on the rhythm of language and its movement.

**Class 11 — “Walking and Literature”** Continuing the theme of writing and walking as companion practices, in this class we discuss the ways in which walking take on significance either as drivers of plot and narrative in stories or as the mean by which fiction writers and essayists explore places on foot much like cultural geographers but with more emphasis on figurative language and detailed descriptions without the need to be accurate.

**Class 12 — “Walking and Art”** In this and the next class we study instances of walking in art practices, both performance art and installation. We look at political reasons artists highlight walking such as to show human physical connection with the ground or to tackle the subject of unequal access to place and the geopolitical creation of ‘lines on a map that change people’s lives forever. We consider some of the ways walking as an art practice, including artist led walking tours, enhance places and highlight people’s relationships to them.

**Class 13 — Movie screening — documentary on walking**
Class 14 - Course summary and revision

成績評価方法

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A walking report</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 2000 words</td>
<td>30%</td>
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</tbody>
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テキスト・参考文献等

Materials will be supplied in class or in PDF form on Manaba.

授業時間外の学習

Students are required to spend at least three hours per week reading class materials, and sundry hours actually walking.

その他特記事項
In this course, students will study the poetry of a range of major poets in English translation. They will also explore theories of literary translation and the concept of the Other in cross-cultural literary study and exchange. In doing so, they will examine how acts of translation and cultural recontextualization transform meaning and content in both productive and problematic ways.

In this course, students will study the poetry of a range of major poets in English translation. They will also explore theories of literary translation and issues in cross-cultural literary study and exchange. Students will study poetry from Asia, Eastern Europe, Africa, Latin America, the UK, and the USA. They will read both texts that have been translated into English from other languages, and texts that have been written in English in response to or influenced by those texts.

**授業計画**

- **Week 1**  Introduction. Course overview and introduction
- **Week 2**  The Ossian fraud and the translated "Other"
- **Week 3**  Eliot Weinberger’s 19 Ways of Looking at Wang Wei
- **Week 4**  Arthur Rimbaud in translation
- **Week 5**  Rimbaud in America
- **Week 6**  Dada and Surrealist poetry in translation
- **Week 7**  The Dada and Surrealist legacy in American
- **Week 8**  Eastern European "Poetry of Witness"
- **Week 9**  The Harlem Renaissance
- **Week 10**  The Harlem Renaissance and the Francophone "Negritude" movement
- **Week 11**  Federico Garcia Lorca in translation
- **Week 12**  Federico Garcia Lorca and American "Deep Image" poetry
- **Week 13**  Maria Sabina and "primitive" poetry
- **Week 14**  Revision

**成績評価方法**

- 50% 800 word essay due mid-Semester.
- 50% final exam.

**テキスト・参考文献等**

No textbooks required.

**授業時間外の学習**

Students are required to spend at least an hour per week reading and reviewing class materials and preparing the essay for assessment.

**その他特記事項**
This course aims to familiarise students with a range of English language poetry from around the world. Students will study a range of English-language poetry including works from the USA, Canada, Great Britain and Ireland, Australia, and New Zealand, as well as a selection of significant English-language translations of non-English poetry.

Students will learn a wide range of close-reading techniques, and will also be involved in in-depth class discussions. Through these activities, they will gain an understanding not only of English-language global culture, but of a range of different ways of using the English language that can be applied both to speech and writing.

Week 1 Course overview and introduction
Week 2 Imagism
Week 3 Visual and concrete poetry
Week 4 Rhyming verse
Week 5 Surrealism
Week 6 Conceptual writing
Week 7 Language poetry
Week 8 Beat poetry
Week 9 Political poetry
Week 10 Feminist poetry
Week 11 Narrative poetry
Week 12 Nature poetry
Week 13 Outsider poetry
Week 14 Summary and revision of key points from Weeks 1-13

No textbooks required.

Students are required to spend at least an hour per week reading and reviewing class materials and preparing the essay for assessment.
This course - critical reading and creative writing of short fiction

In this course we will study elements of storytelling such as plot, character, setting and metaphor by reading published fiction and poetry, and writing our own stories which we will workshop. This course is designed to help you develop as a writer. Additionally, the course will show you that writing is a skill that can be improved with significant effort, attention and revision. In class we explore readings, exercises, and elements of craft relevant to narrative fiction.

Students will gain exposure to a range of literary texts, their contexts, and techniques, and learn to read them closely and with insight. Students will also learn to deploy particular literary techniques effectively in their own writing. During the weekly creative writing workshops (classes 10-14), students will develop collaborative skills in giving and receiving effective feedback. Students will hone writing skills and develop new vocabularies and techniques for producing and analysing creative writing. In developing their portfolios, students will gain experience in editing and refining your own work. They will also gain the ability to judge and assess literary forms and style. Moreover, they will develop their capacity for self-directed activity through reading responses and preparing a portfolio of stories. Throughout the course, we will study literary works by writers from around the world, and thus students will be exposed to diverse cultural perspectives. Students will also explore different perspectives through their own writing.

Classes 2 to 9: each class consists of a short lecture on an element of storytelling, narrative structure and or a writing technique followed by a class discussion of one or two short stories set the week before, and feedback from students about the week’s writing task. Each week’s preparation work for classes 2 to 8 follows a similar pattern: 1. a writing exercise and 2. a reading response. You are required to bring hard copies to these to class. During weeks 2 to 9, you will also be writing two short stories to be workshopped.

Class 1 — Lecture: Introduction, What is short fiction?
Read “Pet Milk,” Stuart Dybek: discuss in class
Homework: writing task and a reader response on “Freedom” by Rachel Cusk

Class 2 — Lecture: Character
Homework: writing task and a reader response on “So Much Water So Close to Home” by Raymond Carver

Class 3 — Lecture: Plot (and temporality)
Homework: writing task and a reader response on “My Jockey” by Lucia Berlin and “A Tree, A Rock, A Cloud” by Carson McCullers

Class 4 — Lecture: Point of View
Homework: writing task and a reader response on “Vandals” by Alice Munro

Class 5 — Lecture: Setting
Homework: writing task and a reader response on “The Child” by Ali Smith

Class 6 — Lecture: Dialogue
Homework: writing task and a reader response on “A House Besieged” by Lydia Davis and “Bruise” by Stuart Dybek

Class 7 — Lecture: Detail and description
Homework: writing task and a reader response on “Gooseberries” by Anton Chekhov

Class 8 — Lecture: Meaning (and tips on filtering)
Homework: finish first drafts of two short stories - one first person, one third person

Class 9 — Lecture: Constraint
First drafts of two short stories due (copies made for each student)
Homework: critiques of first classmate’s stories for next week’s workshop

Class 10 — Lecture: introduction to workshops: workshop

Class 11 — Lecture: Pacing and lineation: workshop

Class 12 — Lecture: Editing I: workshop

Class 13 — Lecture: Editing II: workshop

Class 14 — Workshop remaining stories
Portfolio due next week.
成績評価方法
Six creative exercises (20%)
Reading responses to short stories discussed in class (10%)
Two short stories—one in the third person point of view, one in the first person (30%)
Critiques of your classmates’ stories (10%)
Participation (10%)
A revision plan (5%) and a revision of one of your two short stories (15%)

テキスト・参考文献等
Reading material will be supplied in class or available in PDF format on Manaba.

授業時間外の学習
Students are required to spend at least three hours per week reading and writing but will probably want to spend a lot more on their own stories.

その他特記事項
授業の概要

Japan’s ranking on the Global Gender Gap Report has been low. Japan now ranks 121 out of 153 countries in 2020 the Global Gender Gap index. In this course, we will examine how socio-cultural, economic and political changes shape gender gap in Japanese society. This course focuses on the status of women in Japanese society and explores contemporary gender-related social issues, such as marriage, family, work, reproductive health and the rights of women, and domestic violence. We will also examine impact of gender on women in sexual and ethnic minority groups.

The class will be mainly conducted in an interactive and participatory style. In this class, you will increase your discussion skills by exchanging your views with your classmates and me. Through discussion, you will learn to explore different perspectives and think critically of gender issues in Japanese society.

In this course, students learn by reading and reflecting on the readings, actively participating in class discussion, asking questions, grasping the reality of issues raised in class by doing research.

科目目的・到達目標

This class will help you to
- critically analyze gender issues in Japan
- construct your own arguments, using data / evidence appropriately
- explore and understand the gender issues in Japan from different perspectives.

授業計画

Week 1: Introduction
Week 2: Construction of gender roles in Japan
Week 3: Masculinity in Japan
Week 4: Marriage and Family
Week 5: Gender and Work
Week 6: Women’s Movement in Japan
Week 7 & 8: Fieldwork presentation
Week 9: LGBTS in Japan
Week 10: Minority women (Ainu, Buraku, Zainichi Koreans)
Week 11: Reproductive Health and Rights in Japan
Week 12: Violence against Women in Japan
Week 13 & 14: Students’ Presentation

成績評価方法

Reading (25%)
Class discussion (15%)
Fieldwork (20%), Research, Presentation, and Reflection Paper (40%)

テキスト・参考文献等

No textbook required.

授業時間外の学習

1) Readings
Students are required to read and prepare weekly reading assignments. Students will need to do the following for each class.
(1) For each topic, you can also choose your own reading. Readings should provide enough information or analysis of the issue.
(2) Each student will present what they read and discuss their analysis/observation of the issue. In your presentation include:
- The main points of reading
- Point of views expressed in the reading
- Your own analysis of the reading.
- Discussion question(s) you want to discuss in group discussion.
(3) Upload your readings (URLs) on manaba before the class.

2) Discussion
We will have a small group discussion in every class. In the group discussion, the readings will be discussed. To be able to participate actively in group discussion, you need to complete your readings for the class and your response to the reading before coming to the class. You are required to do your best to regularly and actively participate in the discussion.

3) Fieldwork
You will need to carry out one fieldwork with a partner. You are required to interview at least 5 people regarding a gender issue in Japan and give a presentation of your fieldwork in class.

4) Research & Reflection Paper
You are required to carry out a research project and give a presentation on your research at the end of the term. Your fieldwork and your research project can be the same. You can choose a topic of your interest that is
related to gender gap in Japan, do research, and give a 15-20 minutes presentation at the end of the term. You also need to write 300-500 (word) reflection on your research.
Not just law students should understand the role of law in society. This course is intended for non-law students interested in gaining a better understanding of the interaction between law and society in today's world.

The course will begin with an overview of how law and society interact and influence each other. We will look at perceptions and misperceptions of the law, and consider pros and cons of law, various critiques of law, and issues of morality and justice. We will then look at Japan’s Saiban-in System and compare this with the American jury system.

In the second half we will explore how the law undergoes changes in society, and consider a variety of contemporary legal issues, globally and in Japanese society. These include artificial intelligence, the legal and social status of women in Japan, and issues of alcohol, drugs and tobacco. We will conclude our thematic study with an overview of various legal issues in contemporary Japan.

Please note that at the halfway mark in the class (7th week) and in the final class (14th week), students will share their thoughts and observations based on the reflection essays they have written during the term.

Law plays a part in all of our lives everyday. When you buy a train ticket you are making a contract with the train company. When you drive a car, eat in a restaurant, or shop in a store, there are local, national and international laws that influence what you can and cannot do. In fact, every moment of everyday the law influences your behavior and having an understanding of the law will open your eyes to a matrix that lies just beneath the surface of our society. This course is intended to give students a look "behind the scenes" of law, its origins and functions, how and why it is made, and how law shapes society, and each one of us.

Most students have little knowledge of the interplay between law and society, and therefore this course offers an overview of this interaction by taking a look at various issues of law in contemporary society. The objective is for students to gain familiarity with law as a component of human life, past, present and future. With a better understanding of the history, development, and purposes of law, students will come to a more critical awareness of contemporary issues of law and the legal profession. Once we understand the law, we can escape from our own stereotypes and gain valuable insights that will enhance our critical thinking and decision-making, academically and professionally.

1. Introduction to Law & Society: A Primer
2. Overview of Course Content
3. Pros & Cons and Critiques of Law
4. Morality and Justice
5. Justice and Balancing Justice
6. Japan and the Saiban-in System
7. ** Class Discussion of Reflection Essays
8. Law in Flux
9. Artificial Intelligence and the Law (AI)
10. Legal & Social Status of Women in Japan
11. Alcohol, Drugs & Tobacco in Contemporary Society
12. Managing the Challenges of Alcohol, Drugs & Tobacco
13. Legal Issues in Contemporary Japan
14. ** Class Discussion of Reflection Essays

Each of the following will be calculated independently to decide your final grade:

- 20%: Attendance (12 classes minimum without permission of instructor)
- 30%: Preparation (homework) & Participation in classes
- 50%: 2 Reflection essays during the semester, minimum 1000 words each, depending on the student’s 1st language. (This portion of your grade will include in-class discussion of your essays in small groups with other students.)

Readings will be provided by the instructor.

Homework readings and reflection essays are required for class participation.

Teaching Approach:
This course will combine lectures and class, group and pair discussions.

If you have any questions or concerns, please do not hesitate to contact the instructor.
With terrifying fires in Australia, deadly drought in Africa, and severe flooding in the U.S. and Japan, it is clear that climate change has become a critical global issue. This course will begin with a look at international environmental problems and the nature of the biosphere, specifically ecosystem services. We will then consider commodity chains and consumption, and global governance in the context of global challenges and institutions. Next we will look at the development of international environmental law and general principles and explore the role of global institutions that are active in governance, including NGOs, IGOs, and IOs. Finally we will look at society’s opportunities for reform of the present systems of global governance, production and consumption.

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**授業の概要**

Most students have little knowledge of Global Environmental Governance. Therefore, this course offers a general overview of international environmental policy and law, international institutions, and national and international approaches to managing environmental policy. We will take a look at how society is dealing with local, regional and global environmental problems and students will gain an understanding of international environmental institutions and processes. Students will also gain an awareness of the complexity and interconnectivity of Earth’s ecosystems and the interplay among national, regional and international actors — including states, international organizations, NGOs, corporations and individuals, and their efforts, successes and failures regarding protection of the global environment.

This course will give students a clearer understanding of the institutions, actors and actions that are now affecting our planet, and a better sense of what can be done at the international and regional level. Worldwide there is increasing demand for change and the Japanese Government often seeks to play a leading role in efforts to develop international environmental policies. Having an awareness of what is happening globally will be an invaluable addition to any student’s academic and professional development.

**授業計画**

1. International Environmental Challenges: Problems of Our Own Making
2. Ecosystem Services and the Biosphere: The Foundation for Human Security
3. Commodity Chains and Consumption, an Overview
4. Commodity Chains and Consumption, a Closer Look
5. Governing the Global Environment: An Overview
6. Role of International Environmental Law (IEL)
7. ** 1st Group Discussions of Essays
8. Sources & General Principles of IEL
9. Obstacles to Effective Global Environmental Policy
10. The Role of NGOs, an Overview
11. The Structures, Methods and Strategies of NGOs
12. Reform: Can We Make a Better System of Governance?
13. Reform: Possible Better Systems of Governance
14. ** 2nd Group Discussions of Essays; Evaluations

**成績評価方法**

Each of the following will be calculated independently to decide your final grade:
- 20%: Attendance (12 classes minimum without permission of instructor)
- 30%: Preparation (homework) & active participation in classes
- 50%: 2 Reflection or Topical essays during the semester, minimum 1000 words each, depending on the student’s 1st language. (This portion of your grade will include in-class discussion of your essays in small groups with other students.)

**授業時間外の学習**

Homework readings and written reflection essays are required for class participation.

**その他特記事項**

Teaching Approach:
This course will combine lectures, and class, group and pair discussions.

If you have any questions or concerns, please do not hesitate to contact the instructor:
Prof. Steve Hesse
E-mail: steve@tamacc.chuo-u.ac.jp
Phone: (Chuo Office) 042-674-3267
In an era of global migration, managing diversity is an important policy concern for any governments, those of advanced societies in particular. Multiculturalism, as a comprehensive response to cultural/ethnic diversity, was first introduced in Canada in 1971 and adopted in many other advanced societies shortly after that. Since the early 2000s, however, it has been under attack in many European societies for having provoked excessive diversity and/or fragmentation of society. Such fears among the majority members often take the form of white backlash or inward-looking nationalism, and seem to further threaten the social cohesion. Under such circumstances, can multiculturalism still be an effective policy option? Or is there a more viable alternative to it?

In this course, we will mostly adopt a seminar style method emphasizing reading and discussions. Everyone is expected to read the text and grasp the main points of the text before coming to the class.

In the spring semester, while focusing on multiculturalism as ideology or philosophy, we will also examine many controversial issues facing multiculturalism in Europe now. We will also consider the possibilities and limits of interculturalism which has been proposed recently as an alternative to multiculturalism.

The objectives of this course are to help students (1) to understand multiculturalism as reality/ideology/policy, (2) to learn the possibilities and limits of multiculturalism through exploring a variety of forms of multiculturalism observable in many advanced societies such as Canada, USA, Australia, Great Britain, Germany, France, Denmark, the Netherlands, Korea, Japan, etc., and (3) to be able to apply what they have learned to examine multiculturalism in any other society of their interest.

In order to fully participate in class discussions, students are required to complete the readings before coming to the class.

Photocopies of the texts as well as handouts will be provided by the instructor.
Those who desire to register for this spring semester course are strongly recommended to register for Multiculturalism in a Global Society II as well.
In an era of global migration, managing diversity is an important policy concern for any governments, those of advanced societies in particular. Multiculturalism, as a comprehensive response to cultural/ethnic diversity, was first introduced in Canada in 1971 and adopted in many other advanced societies shortly after that. Since the early 2000s, however, it has been under attack in many European societies for having provoked excessive diversity and/or fragmentation of society. Such fears among the majority members often take the form of white backlash or inward-looking nationalism, and seem to further threaten the social cohesion. Under such circumstances, can multiculturalism still be an effective policy option? Or is there a more viable alternative to it?

In this fall semester course, we will focus on multiculturalism as policies and practices. The students will select specific countries where multiculturalism in any form has been implemented and give individual presentations focusing on one of these countries at the end of the course. Examining the historical transformation of immigration policy, citizenship concept and/or multiculturalism-oriented programs etc. in different societies will help us understand what should be or could be done to construct a more harmonious and inclusive society.

Besides the photocopies and handouts provided by the instructor, students themselves will search for useful materials on the websites or at the library.
In order to fully participate in class discussions, students are required to complete the readings before coming to the class. Students will also need to spend considerable time preparing for their presentations.

Those who desire to register for this fall semester course are strongly recommended to register for Multiculturalism in a Global Society I as well.
Students will be encouraged to make use of the library and the Internet.

**Subtitle:** comparing constitutions around the world

This course will teach students to do research on, write about and discuss fundamental constitutional law concepts in English. It is hoped that students will also gain a better understanding of the Japanese Constitution by comparing its key terms and rationales with similar documents in other countries. Constitutional texts in selected liberal democracies, such as the United States, the United Kingdom, New Zealand, South Africa and Canada will be considered in depth. Students will become familiar with some key areas of study in constitutional law discourse, such as: the origins and principles of constitutionalism, constitution-framing, separation of powers doctrine, separation of church and state, the place for international law in the domestic framework, and so on.

Students will become familiar with key vocabulary and concepts of law and constitutional systems. They will develop basic fluency in using this vocabulary and discussing the concepts in English. Students will also develop their critical thinking skills, the ability to express their ideas clearly, and the ability to respond to what others say.

**Course orientation:**
1. Introductions and guide to course
2. Initial skills training: Note-taking and vocab-building exercises
3. Legal English workshop: How to talk about constitutions
4. Cycle 1: introduce a constitution: Students choose a constitution from around the world to compare with Japan
5. Cycle 1: introduce a constitution: Students present and discuss research
6. Cycle 1: introduce a constitution: Students present and discuss research
7. Cycle 1: introduce a constitution: Students present and discuss research
8. Cycle 1: introduce a constitution: Presentation day: introduce a constitution
9. Cycle 2: constitutional reform in Japan: Students choose an issue of constitutional reform in Japan
10. Cycle 2: constitutional reform: Students present and discuss research
11. Cycle 2: constitutional reform: Students present and discuss research
12. Cycle 2: constitutional reform: Students present and discuss research
13. Cycle 2: constitutional reform: Debate day: students debate issues of constitutional reform
14. Course wrap-up: student reflections due

**Course plan:**
1. Course orientation: Introductions and guide to course
2. Initial skills training: Note-taking and vocab-building exercises
3. Legal English workshop: How to talk about constitutions
4. Cycle 1: introduce a constitution: Students choose a constitution from around the world to compare with Japan
5. Cycle 1: introduce a constitution: Students present and discuss research
6. Cycle 1: introduce a constitution: Students present and discuss research
7. Cycle 1: introduce a constitution: Students present and discuss research
8. Cycle 1: introduce a constitution: Presentation day: introduce a constitution
9. Cycle 2: constitutional reform in Japan: Students choose an issue of constitutional reform in Japan
10. Cycle 2: constitutional reform: Students present and discuss research
11. Cycle 2: constitutional reform: Students present and discuss research
12. Cycle 2: constitutional reform: Students present and discuss research
13. Cycle 2: constitutional reform: Debate day: students debate issues of constitutional reform
14. Course wrap-up: student reflections due

**Evaluation method:**
- Participation and homework: 30%
- Presentations and written tasks: 70%

**Text and references:**
There is no textbook for this class. Instructor will provide all materials.

**Extra learning:**
Students will be expected to spend 1-2 hours a week preparing for this class. Work will include research, reading, note-taking, and short opinion-writing. Students will be expected to compile a research diary.

**Miscellaneous:**
This course will be conducted entirely in English. Students who wish to improve their academic English ability before traveling abroad to study law, political science, or other related subjects, are encouraged to register for this course.
Students will be encouraged to make use of the library and the Internet.

### Seminar (Comparative Constitutional Law II) / Special Lecture (Comparative Constitutional Law II)

**Semester:** 2020  
**Period:** 2nd Year Students  
**Day:** Monday  
**Time:** 1st Period  
**Credit:** 2 credits  

In this course, students will build on understandings about constitutional concepts and issues covered in the first semester with a focus on case law. In this semester students will consider some famous cases dealing with human rights issues in liberal democracies around the world. A key issue will be the extent to which judicial review can assist in promoting constitutional values and human rights. The course will also consider some famous cases both in Japan and abroad concerning fundamental civil liberties. The first half of the course will concern law cases about religious freedom issues around the world. The second half will concern other fundamental liberties, such as free speech and association.

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**Subtitle: constitutional human rights cases around the world**

This is a discussion class. It will be conducted entirely in English.

Students will become familiar with key vocabulary and concepts of law and constitutional human rights systems. They will develop basic fluency in using this vocabulary and discussing the concepts in English. Students will also develop their critical thinking skills, the ability to express their ideas clearly, and the ability to respond to what others say.

### Course Outline

1. **Course orientation:** Introductions and guide to course  
2. **Initial skills training:** Note-taking and vocab-building exercises  
3. **Legal English workshop:** writing about cases; introduction to the “IRAC” method  
4. **Cycle 1:** Freedom of religion: Students choose famous case outside Japan  
5. **Cycle 1:** Freedom of religion: Students present and discuss research  
6. **Cycle 1:** Freedom of religion: Students present and discuss research  
7. **Cycle 1:** Freedom of religion: Presentation day: freedom of religion cases  
8. **Cycle 2:** Human rights cases: Students choose famous human rights case from Japan or around the world  
9. **Cycle 2:** Human rights cases: Students present and discuss research  
10. **Cycle 2:** Human rights cases: Students present and discuss research  
11. **Cycle 2:** Human rights cases: Students present and discuss research  
12. **Cycle 2:** Human rights cases: Students prepare presentations  
13. **Cycle 2:** Human rights cases: Presentation day: students make presentations on famous human rights case  
14. **Course wrap-up:** student reflections due

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### Grading Method

- Participation and homework: 30%  
- Presentations and written tasks: 70%

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**Teaching Materials**

There is no textbook for this class. Instructor will provide all materials.

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**Out of Class Learning**

Students will be expected to spend 1-2 hours a week preparing for this class. Work will include research, reading, note-taking, and short opinion-writing. Students will be expected to compile a research diary.

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**Other Notes**

This course will be conducted entirely in English. Students who wish to improve their academic English ability before traveling abroad to study law, political science, or other related subjects, are encouraged to register for this course.
科目名: Seminar (Expressionism in American Drama) ／ Special Lecture (Expressionism in American Drama)／特殊講義 (Expressionism in American Drama)

履修年度: 2020 学期: 前期 開講曜日時限: 金4 配当年次: 2年次配当

担当教員: 黒田 絵美子

授業の概要


科目目的・到達目標

The aim of this course is to be aquainted with the theatrical form which is different from realism, and to know how it lead to American dramatic modernism.

授業計画

1. Guidance
2. Charles Chaplin Modern Times(1)
3. Charles Chaplin Modern Times(2)
4. Charles Chaplin Modern Times(3)
5. Charles Chaplin Modern Times(4)
6. Exchange opinions on the devices used in the film
7. Elmer Rice' The Adding Machine  Scene 1
8. Elmer Rice' The Adding Machine  Scene 2
9. Elmer Rice' The Adding Machine  Scene 3
10. Elmer Rice' The Adding Machine  Scene 4
11. Elmer Rice' The Adding Machine  Scene 5
12. Elmer Rice' The Adding Machine  Scene 6
13. Elmer Rice' The Adding Machine  Scene 7
14. Presentation

成績評価方法

Presentation  50%
Contribution to the class discussion 50%

テキスト・参考文献等

Walker, Julia. A. Expressionism and Modernism in the American Theatre Bodies, Voices, Words

授業時間外の学習

Study various kinds of dramas and film scripts.

その他特記事項
Taking the short story as our primary object of study, this course introduces students to a range of analytical and critical approaches to the study of literature. We will read a selection of some of the greatest short stories from the twentieth century by authors such as Lucia Berlin, Raymond Carver, Robert Coover, Lydia Davis, Janet Frame, Patricia Grace, Carson McCullers, Grace Paley, George Saunders, and Ali Smith. We will discuss these stories from the perspective of close textual readings of the language, narration and characterization. In lectures and class discussion we will learn about the history of literary analysis, the aesthetic debate over the literary canon, and the emergence of New Criticism and Narratology. In the second half of the course, lectures will introduce literary studies turn to critical and literary theory and introduce students to the key areas of literary theory, Marxist, Feminist and Post-Colonial literary theory. In class discussion, we will learn to use these theoretical approaches theories to discuss the literature.
This course focuses on social inequality of various marginalized groups in Japan—women, ethnic minority groups (Buraku, Ainu, Zainichi Koreans), and people with disabilities, Hansen patients. This course explores various aspects of social inequality—economic, social, legal, ethnic, gender, and sexual orientation—in Japan and the consequences thereof for the society and the affected people. We examine the historical, political, institutional, economic, and sociocultural contexts for this inequality and how different actors—perpetrators, victims, the state and non-government organizations—have and are responding to the manifest challenges.

This class will help you to
• critically analyze social inequality in Japan from historical, economic, legal, and political perspectives
• explore and understand social inequality experienced by various marginalized groups in Japan
• construct your own argument, using data/evidence appropriately

The class will be mainly conducted in a student-centred, participatory style. In order to be able to have active participation in class discussion, (1) you will need to read and prepare assigned readings before coming to class (2) you will exchange your views and your understanding of the readings with your classmates and the instructor in class discussion. To gain a deeper understanding of social inequality in Japan, you will do fieldwork and research.

Course Schedule
Week 1: Introduction: Overview of the course
Week 2: Defining Prejudice and Discrimination
Week 3: Gender Inequality at Work
Week 4: Sexual Harassment
Week 5: Poverty in Japan: Single Mothers
Week 6: Buraku Discrimination
Week 7 & 8: Field Work Presentation
Week 9: Zainichi Koreans
Week 10: Ainu Discrimination
Week 11: Disability in Japan
Week 12: Hansen Patients
Week 13 & 14: Research Presentations

No textbook required.
You also need to write 300-500 word reflection on your research.
Media texts often become formative lenses through which we understand the society in which we live – as well as other societies we may have little or no personal familiarity with – and this includes our understanding of the media itself. News reports and documentaries showcase deep anxieties about the harm caused by media (such as social media addiction, decreased concentration and language skills, or the spread of dangerous ideologies) alongside persistent beliefs in its potential to shape society for the better. This course aims to critically examine discourse about the influence and effects of media, with the goal of enabling students to identify and interrogate the assumptions and beliefs about the media utilized by popular works.

This course is divided into three units, examining in turn media panic research, internet-based activism, and discourse on social problems in national and transnational contexts. Weekly academic readings will be paired with representative popular texts (such as newspaper articles, magazine articles, and videos). Classes will be based on group discussion and analysis of texts.

This course aims to enable students to critically examine discourse about the media, and to position popular claims about the media in broader historical and theoretical contexts. Students will cultivate the skills necessary to view contemporary news reporting and other non-fiction texts through multiple perspectives, debate the relationship between media discourse and political and societal issues, and relate commonplace ideas in society today to critical academic theories.

Week 1: Introduction: Media effects
Week 2: Moral panics
Week 3: Targets and backlash
Week 4: Regulation and censorship
Week 5: Media activism
Week 6: Identification and role models
Week 7: Online participation and celebrity heroes
Week 8: Social problems discourse
Week 9: Documentary viewing and discussion, reading journal due
Week 10: Talking about the nation
Week 11: Presentation guidance
Week 12: Student presentations
Week 13: Student presentations
Week 14: Conclusions

Class participation: 20%
Criteria: Based on regular attendance and thoughtful participation in class discussions.

Class presentation: 20%
Criteria: A short presentation on a relevant text, followed by discussion on the topic. Grades will be based on topic selection and participation in the class discussion.

Reading journal: 30%
Criteria: 3-5 journal entries (200-400 words each) reflecting on the class discussions and readings. Grades will be determined based on demonstrated comprehension and engagement with the course content.

Final presentation: 30%
Criteria: A 30-minute group presentation presenting an annotated analysis of one relevant work. Grades will be based on argumentation, engagement with course content, and clarity.

Materials will be provided by the instructor. Students will be expected to independently select relevant examples to discuss in class.

Students will be expected to read academic and/or popular works for class, as well as find related works in news or other media outlets to facilitate class discussions.
Whether regarding the promotion of dangerous behavior in fictional works, the frequently unregulated spread of information online, the political uses of social media, or the role of the mass media in promoting harmful ideologies, many concerns about the media involve its ability to educate. Nevertheless, the precise ways in which media can educate – and the effectiveness or outcomes of such education – often remain unspoken or assumed. The course seeks to enable students to critically evaluate the beliefs about the media that underpin a variety of forms of educational media, including those created for teachers, parents, and political activists.

This course aims to enable students to critically analyse claims about media effects, while also considering effective methods of employing media texts as political or educational tools. By examining media texts as they are used in contemporary settings, students will expand their awareness of popular strategies of influence, and debate their potential efficacy through consideration of related academic research. By creating resources of their own, students will cultivate their media literacy skills while applying their knowledge to issues important to them.

• Class participation: 20%
  Criteria: Based on regular attendance and thoughtful participation in class discussions.

• Reading presentation and class discussion question: 20%
  Criteria: A 5-minute presentation summarising and analysing an assigned reading. Grades will be determined based on accuracy, use of course content, and comprehensiveness.

• Video project: 10%
  Criteria: A short video displaying active media participation, followed by a class discussion. Grades will be based on relevance to the course content and readings.

• Final project: 50%
  Criteria: A group project developing an educational resource. The resource will be presented in class with analysis of its purpose, creation, and potential usages. Grades will be based on engagement with course content, attention to detail, and clarity.

Materials will be provided by the instructor. Students will also be expected to independently select relevant examples to discuss in class.

Students will be expected to read academic and/or popular works for class, as well as find related works in a variety of media outlets to facilitate class discussions.

Students will have to prepare projects individually and in groups for the class.
The United States has for generations welcomed large numbers of immigrants, found productive employment for them, and successfully integrated them into its population. The United States has been an attractive destination for potential migrants, but illegal immigration has emerged as an especially controversial political and social topic in recent years as the foreign-born population of the United States increases and large Latino communities have merged in areas where they previously did not exist. Critics of illegal immigration maintain that undocumented immigrants take jobs from American citizens, do not pay their fair share of taxes, and burden social services, such as education and health care. Cultural conservatives also claim that undocumented immigrants, particularly those from Latin America, threaten the "cultural unity" of the United States by refusing to assimilate into the dominant Anglo social and cultural core.

Students will have to read materials related to the history of U.S. immigration policies, the current immigration system and its reform, and Latino culture and its pedagogical prospects for their betterment.

1. To briefly trace the history of the U.S. immigration and the policies that have responded to the influx of people from the different parts of the world.
2. To understand the recent societal transformation because of the surge of Latino people in the last three decades.
3. To figure out how to explore social coexistence among culturally and linguistically diverse people in the U.S.

Tentative course plan

Week 1: Introduction and forming working groups
Week 2: Reading material (1)
Settlement and Geographic Redistribution Patterns
Week 3: Reading material (2)
The Hispanic Diaspora and the Public Schools
Week 4: Reading material (3)
The Effect of English Proficiency Among Childhood Immigrants
Week 5: Reading material (4)
The Minimum Wage and Latino Workers
Week 6: Reading material (5)
Metropolitan Washington: A New Immigrant Gateway
Week 7: Reading material (6)
Problems, Controversies, and Solutions
Week 8: Summary of the materials
Week 9: Group presentation
Latin and African Americans: Friends or Foes?
Week 10: Group presentation
Hispanic Education at the Crossroads
Week 11: Group presentation
The Changing Role of Hispanic Women
Week 12: Group presentation
Hispanics in the Media
Week 13: Group presentation
The Second Generation
Week 14: Summary of the presentations

50% of your grade depends on your final exam and analytic paper, and 30% of your grade will be determined by your class participation. 20% of your grade will be decided by your presentation. Students must attend the class regularly, and be actively involved in discussions.

Course materials will be provided by the instructor.

Students are supposed to read all the materials that are provided in the class.
This course is an interdisciplinary lecture series course designed to teach students about environmental and social sustainability. A guest speaker from a specific sector will be invited to give a lecture for each session. Topics covered will range from environmental issues, such as global environmental governance, resources and waste, soils, geology and contaminated land, the water environment, air pollution, health and safety, biodiversity, and health and safety, to social issues, such as diversity and human rights, corporate responsibility, and NGO activities and partnerships.

This course will help you develop your ability to discuss the core topics of environmental policies and social issues in Japan and how to enhance sustainability. Both Japanese and foreign students will improve their ability to understand environmental issues in Japan and communicate about them in English. Students should:

- be able to contextualize real-world examples and cases within different cultural, geographical, geologic, and political background frames;
- be able to understand the importance of “global standards” and “experiences in Japan”;
- become aware of the seriousness of environmental issues, and the roles and actions that each of us should take in order to construct a sustainable global society.

1. (April 11) General Introduction (Nishikawa, Takeishi, Nakano)
2. (April 18) Global Environmental Governance (Hesse)
3. (April 25) Law and the Environment (Ushijima)
4. (May 2) Resources and Waste (Watanabe)
5. (May 9) Soils, Geology and Contaminated Land (Kawahigashi)
6. (May 16) Atmospheric Environment (Nakano)
7. (May 23) Foreign Labour and Working Conditions (Shimotaya)
8. (May 30) Social Impact and Human Rights (Sakumoto)
9. (June 6) Health and Safety (Noritake)
10. (June 13) Biodiversity and Nature Conservation (Toko)
11. (June 20) Ethnic Minorities and Development (Kondoh)
12. (June 27) Corporate Responsibility and Culture (Takeishi)
13. (July 4) Water Environment (Nishikawa)
14. (July 11) Student Presentations and Feedback (Nishikawa, Takeishi, Nakano)

Class participation 40%, reaction papers 30%, presentation 30%

Handouts with information about relevant references and resources

Students will be required to submit reaction papers in English after each session via manaba, an online learning management system.
授業の概要
Students will have two weeks of internship overseas (min 30 hours in total) at corporations or institutions related to their specialties or academic interests.

科目目的・到達目標
The objectives of this course is to acquire knowledge, skills, and attitudes required to work in physically and culturally different environments and achieve their own goals through two weeks of internship overseas.

授業計画
1. Introduction
2. Preparation for the internship overseas (On Campus)
3. Orientation at the workplace
4. Internship training 1 (global business skills)
5. Internship training 2 (office tour, getting along with coworkers)
6. Internship training 3 (attending to work meetings)
7. Internship training 4 (inquiries to local staff, intercultural communication)
8. Internship training 5 (needs of the local people, consumers, and/or clients)
9. Internship training 6 (needs of the various stakeholders)
10. Internship training 7 (environmental and social considerations)
11. Internship training 8 (responding to institutional differences)
12. Internship training 9 (responding to cultural differences)
13. Internship training 10 (Wrap up at the workplace)
14. Writing and submitting a report or Making a presentation (On Campus)

成績評価方法
Grades from the internship workplace 60% + Preparation 20% + Term presentation or report 20%

授業時間外の学習
Students should search for the internship destination, negotiate for the internship opportunity, and prepare for the internship by obtaining any basic information available.

その他特記事項
The 1st, 2nd, and the 14th class will be held at Chuo University.
The 3rd through 13th classes will be held at the internship workplace.
※Global LEAP students will do the internship during their study abroad in the Second Semester.
科目名: グローバル・テュートリアル

履修年度: 2020 学期: 前期 開講曜日時限: 水4 配当年次: 1〜4年次配当

授業の概要
学部学生（日本人学生、外国人留学生）が、中国語でアクティブに参加しながらともに学べる少人数制の討論科目。中国における「専門インターンシップ」履修のための前提科目。履修者が毎回、テーマを設定して、発表すること。

授業計画
1. 中国で働くことへのアプローチ
2. 中国の政治、経済および社会の現状
3. 中国の経済政策
4. 中国文化に関する常識とその対応
5. 中国の文化的な環境の変化
6. 中国の国際企業
7. 中国のI T企業
8. 中国でのビジネスマナー
9. 中国から求められるもの
10. ビジネスコミュニケーションスキル
11. インターンシップスキル
12. 中国における企業内での人間関係
13. 自己評価
14. 研修報告書のまとめ方

授業時間外の学習
『日本経済新聞』（朝刊）のアジアBizという紙面を読むこと。
予習時間：1時間
復習時間：1時間

その他特記事項

授業条件・関連科目等
この科目に履修登録をすると、自動的にグローバルFLPに登録されます。受付期間中に申込に必要な書類を提出してください。定員を超えた場合は抽選を行うことがありますので、エントリーシートにより、複数のグローバル・テュートリアル科目に希望順位を付けた申し込んでください。応募資格を満たし、当選すれば（抽選の場合）、本科目に正式に履修登録されます。本科目は海外における「専門インターンシップ」の前提科目でもあります。
なお、選科生はグローバルFLPへの登録はなため、事前申込なく本科目の履修登録が可能です。

科目目的・到達目標
物理的・文化的環境の異なる中国の職場で働くために、グローバル・プロフェッショナルを目指す学生が、学ぶべき知識、身につけべきスキル、中国で通用するための姿勢（態度）について学習し、これによって自らの目標を設定のうえ就業できる能力を養うことが本科目の目標である。
科目名： グローバル・チュートリアル
履修年度：2020 学期：後期
開講曜日時限：水4
配当年次：1〜4年次配当

参考URL:

履修条件・関連科目等
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授業の概要
学部学生（日本人学生、外国人留学生）が、中国語でアクティブに参加しながらともに学べる少人数制の討論科目。中国における「専門インターンシップ」履修のための前提科目。履修者が毎回、テーマを設定して、発表すること。

科目目的・到達目標
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授業計画
1. 中国で働くことへのアプローチ
2. 中国の政治、経済及び社会の現状
3. 中国の経済政策
4. 中国文化に関する常識とその対応
5. 中国の若者の意識の変化
6. 中国の国有企業
7. 中国のI T企業
8. 中国でのビジネスマナー
9. 中国から求められるもの
10. ビジネスコミュニケーションスキル
11. インターンシップスキル
12. 中国における企業内での人間関係
13. 自己評価
14. 研修報告書のまとめ方

成績評価方法
出席と授業への取り組みを総合して評価する。
平常点（授業への参加、貢献度、受講態度を基準とする）：60％
発表（内容のある発表かどうかを基準とする）：40％。
出席回数は、授業回数の三分の二以上でなければならない。

テキスト・参考文献等
授業内容に応じてレジェメを配布

授業時間外の学習
『日本経済新聞』（朝刊）のアジアBizという紙面を読むこと。
予習時間：1時間
復習時間：1時間

その他特記事項
履修条件・関連科目等

Registering for this course will automatically sign you up for Global FLP. You need to submit an application form during the submission period. There may be lottery selections when the number of applicants exceeds maximum capacity. You have the opportunity to make your choices among Global Tutorial classes in the application. If you meet the requirements for the program and are selected for the course, you will be Officially registered for this Global Tutorial course.

Exchange students can register for this course without the application form. Exchange students won’t be enrolled in Global FLP by registering for this course.

授業の概要

No more than twenty undergraduate students (both Japanese and non-Japanese, including exchange students) actively studying together and actively participating in discussions in English. This course is a prerequisite for a “Specialised Internship”.

科目目的・到達目標

To prepare students aiming to be global professionals for working in different cultural contexts overseas. They will acquire the knowledge, skills and attitudes required for working overseas. Specific, personal goals will be determined by individual students.

授業計画

1. Target setting and establishing a rubric
2. Responding to cultural differences
3. Approaches to working abroad
4. Basics of intercultural communication
5. Business manners in Western English-speaking countries
6. Japanese manners seen from overseas
7. Global business skills
8. Business communication skills
9. Internship skills
10. Viewing the world through a specific industry
11. Connecting with local staff in an international setting
12. Expectations of local people
13. Responding to institutional differences
14. Rounding up

成績評価方法

1) 20%: class participation
2) 20%: presentations
3) 60%: written tasks

テキスト・参考文献等

There will be no textbook

授業時間外の学習

Students will be expected to prepare high quality presentations and write well-researched papers outside class.

その他特記事項
履修条件・関連科目等
Registering for this course will automatically sign you up for Global FLP. You need to submit an application form during the submission period. There may be lottery selections when the number of applicants exceeds maximum capacity. You have the opportunity to make your choices among Global Tutorial classes in the application. If you meet the requirements for the program and are selected for the course, you will be officially registered for this Global Tutorial course. Exchange students can register for this course without the application form. Exchange students won’t be enrolled in Global FLP by registering for this course.

授業の概要
No more than twenty undergraduate students (both Japanese and non-Japanese, including exchange students) actively studying together and actively participating in discussions in English. This course is a prerequisite for a "Specialised Internship".

科目目的・到達目標
To prepare students aiming to be global professionals for working in different cultural contexts overseas. They will acquire the knowledge, skills and attitudes required for working overseas. Specific, personal goals will be determined by individual students.

授業計画
1. Target setting; defining cultural differences
2. Advanced intercultural communication
3. Viewing cultural differences through language
4. Viewing cultural differences through the media
5. Finding what is universal about all cultures
6. Researching other cultures
7. Examining Japan
8. Examining the United States
9. Examining China
10. Examining India
11. Examining the United Kingdom
12. Examining Germany
13. Examining Islamic countries
14. Wrapping up

成績評価方法
1) 20%: class participation
2) 20%: presentations
3) 60%: written tasks

テキスト・参考文献等
There will be no textbook

授業時間外の学習
Students will be expected to prepare high quality presentations and write well-researched papers outside class.

その他特記事項
Registering for this course will automatically sign you up for Global FLP. You need to submit an application form during the application period. There may be lottery selection when the number of applicants exceeds maximum capacity. You have the opportunity to make your choices among Global Tutorial classes in the application. If you meet the requirements for the program and are selected for the course, you will be officially registered for this Global Tutorial course.

Exchange students can register for this course without the application form. Exchange students won’t be enrolled in Global FLP by registering for this course.

The main focus of this course is the translation issue concerning English articles of both Japanese and Western Media. By learning the issue in various cases, students will acquire the basic skills of International Affairs. They will also have discussions in English on different themes. For degree-seeking Chuo students, short English article will be given which they should translate in Japanese and submit within a few days. This assignment will be given once a week as a homework. Assignments will be evaluated and given back by the next class. For common mistranslations, there will be an explanation why the translation is incorrect in the beginning of the class. In the class, students will learn the meaning and the background of the news with the history and discuss these issues in Japanese or in English.

Having English skills of international communication could be very useful since English is the global language in the world, whether you wish to experience internship or you wish to work overseas. The main goal of this course is to make students acquire the skills which could be useful after their graduation as well. Our world is flooded with information with developed media and Japan is not a closed country anymore. Different cultures are now widely known within Japanese with successful/failure examples of communication on books, TV programs, or different media. However, there are few people who actually know the difference of religions or norms of behavior. This course will pick up on these issues as well.

“Trying to understand and respect the person” is the starting point to begin with business and this could be true in “cross-cultural difference” as well. This issue is related to business customs overseas, so students will have discussions on this issue with related references.

Students will be given at least two assignments every week. One is to translate English News to Japanese (This assignment is optional for exchange students). Another is to read and understand 3 to 4 English articles from Western media which will be given during classes. The assignments will be mainly “straight news” from Japan Times or Reuters. Students must read English articles given in class and read them by the next class.

The goal is for students to become able to understand rather difficult English articles and editorials from The Wall Street Journal, The New York Times, and The Economist eventually.

In class, 3-4 students will be selected and report on the outline of the article to the class, which means that students are allowed to report in Japanese, but if there are students who are not native Japanese, they should be able to explain it in English. Themes of current issues will be selected from the assignments or handouts given in classes and the class will have a debate on the selected issue. For example, if the Brexit of the U.K. (issues of U.K. leaving the EU) was on the assignment, “the history of the U.K. government leaving the EU” or “conflict between hierarchical and populism” would be the possible theme.

For exchange students, Japanese translation of the English articles in once a week are not mandatory. But if the student is fluent in Japanese and willing to work on the same assignments as other Japanese students, I am willing to edit them too.

This could be a good opportunity for me to see how English was understood and translated in Japanese. Below are the course plans for 14 sessions. These course plans could change in orders, because current major issues from the Western media will be used in each session.

1. Japanese News on the Western Media ①Society and Culture
2. Japanese News on the Western Media ②Politics and Diplomacy
5. U.S. Economics and Financial Policy
6. Politics, Economy, and Diplomacy in China, China-Japan relations
7. East Asian Affairs and Japan
8. U.K. Politics, Diplomacy including the withdrawal from the EU
9. The U.K. Economy and the Society in General
10. Politics in Germany and Prospective of the EU
11. Economy and the Society in Germany
12. Middle East Affairs, Conflict between Saudi Arabia and Iran
13. Setting goals and rubric for internship, Requirements for cross-cultural communication, Business manners in overseas
14. Wrap up

The lecturer (Mr. Sakurai) worked as a journalist for more than 35 years at Jiji Press, one of Japan’s largest news agencies until September 2018. After retired from Jiji, he is now working with Sekai Seikei Chosakai (The Research Institute of World Affairs) and is following and watching developments of international relations. In his class, he will give a basic knowledge and background history of these relations. Based on his experience and career in journalism, he will teach current international affairs, especially international politics and economy through reading and discussing various reports by Japanese, European and American newspapers. He will also edit each of the students’ translation homework which is assigned every week, and discuss at his class what a right and appropriate translation is.

2020年度中央大学講義要項
授業時間外の学習

授業時間外の学習

授業時間外の学習

授業時間外の学習

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For degree-seeking Chuo students, short English article will be given which they should translate in Japanese and submit within a few days. This assignment will be given once a week as a homework. Assignments will be evaluated and given back by the next class.

For common mistranslations, there will be an explanation why the translation is incorrect in the beginning of the class. In the class, students will learn the meaning and the background of the news with the history and discuss these issues in Japanese or in English.

### 科目目的・到達目標

Having English skills of international communication could be very useful since English is the global language in the world, whether you wish to experience internship or you wish to work overseas. The main goal of this course is to make students acquire the skills which could be useful after their graduation as well.

Our world is flooded with information with developed media and Japan is not a closed country anymore. Different cultures are now widely known within Japanese with successful/failure examples of communication on books, TV programs, or different media. However, there are few people who actually know the difference of religions or norms of behavior. This course will pick up on these issues as well.

"Trying to understand and respect the person" is the starting point to begin with business and this could be true in "cross-cultural difference" as well. This issue is related to business customs overseas, so students will have discussions on this issue with related references.

### 授業計画

Students will be given at least two assignments every week. One is to translate English News to Japanese (This assignment is optional for exchange students). Another is to read and understand 3 to 4 English articles from Western media which will be given during classes.

The assignments will be mainly "straight news" from Japan Times or Reuters. Students must read English articles given in class and read them by the next class.

The goal is for students to become able to understand rather difficult English articles and editorials from The Wall Street Journal, The New York Times, and The Economist eventually.

In class, 3-4 students will be selected and report on the outline of the article to the class, which means that this report occurs once in a few weeks for each students. Its preparation is the third homework for them.

Students are allowed to report in Japanese, but if there are students who are not native Japanese, they should be able to explain it in English.

Themes of current issues will be selected from the assignments or handouts given in classes and the class will have a debate on the selected issue. For example, if the Brexit of the U.K. (issues of U.K. leaving the EU) was on the assignment, “the history of the U.K. government leaving the EU” or “conflict between hierarchies or populism” would be the possible theme.

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成績評価方法

Class Performance 30%, Report (assignment on the English article translation every week + class report on the related English article once in a few weeks) 50%, Examination 20%

テキスト・参考文献等

A number of English articles from Japanese/Western media will be given during the class as handouts. References will be introduced as well.

授業時間外の学習

Japanese students should review English grammar by looking at their High School textbooks and references to study their weaknesses (for example, the use of “could” for subjunctive). Students should obtain skills to look up on dictionaries and come up with the correct translation. Students should keep an eye out for new information by following the news of Japanese/Western media. (For Japanese students, reading in Japanese is acceptable in the early stage.)

その他特記事項

I would like to give advice for improving listening skills. There are so many English broadcasts in Tokyo, but NHK’s English education programs, or news programs in the U.S. or U.K., are useful for listening training. I can recommend these programs to students and it is good to understand the news better if you read articles in English and translate the assignments once a week. Personally, I am listening to the BBC live news from my smart phone every day.
科目名：グローバル・テュートリアル

履修年度：2020 学期：前期
開講曜日時限：土2
配当年次：1〜4年次配当

参考URL：

授業の概要

This is a discussion-type course delivered mainly in English in a small class. This course is a prerequisite for the “Specialized Internship” in overseas. Students will read English news articles on issues related to Japan in various fields, and give their opinions and hold discussions with others, in English and Japanese.

テキスト・参考文献等

Students will be provided with English news articles from newspapers, magazines and websites.

成績評価方法

Class performance 70%, assignments 30%
Assignments will be given evaluation on manaba.

授業計画

1. Introduction: Setting goals based on the rubric
2. Thinking about cross-cultural communication and business manners, by using current news articles and other sources
3. Discussion on the lowering of the minimum voting age from 20 to 18 in Japan and citizenship education
4. Looking back on the March 2011 Great East Japan Earthquake and the nuclear disaster after eight years
5. Understanding the reform of the Constitution of Japan
6. Gaining better understanding of the Imperial Family of Japan through the Imperial succession of 2019
7. Thinking about the position of Japan in the world, against the backdrop of the America First policy and tensions in Northeast Asia
8. Discussing work-life balance by reading an article on the manipulation of medical university entrance exam scores
9. Reviewing the revised immigration control law to allow more foreigners to join the workforce in Japan
10. Discussing work style reform through the issues of death from overwork and child rearing support
11. Discussing a proposal to put the family name first when writing Japanese names in Roman alphabet.
12. Gaining better understanding of U.S. military bases in Okinawa and related issues
13. Looking at historical issues between Japan and neighboring countries
14. Wrap-up

The themes of discussions may be changed as needed in order to reflect up-to-date topics taken up in news articles.

For more than 30 years, the lecturer has worked as a journalist for major Japanese news agency Jiji Press. He plans to make use of his experience in English-language news production and distribution and knowledge acquired from the job to provide background information and commentaries on English news articles taken up in this course. He will thereby aim to help students gain a better understanding of the news articles and their implications, and to induce active discussions among them.

授業時間外の学習

Students should be interested in news and read English articles in newspapers and on news websites.

その他特記事項

Registering for this course will automatically sign you up for Global FLP. You need to submit an application form during the submission period. There may be lottery selections when the number of applicants exceeds maximum capacity. You have the opportunity to make your choices among Global Tutorial classes in the application. If you meet the requirements for the program and are selected for the course, you will be officially registered for this Global Tutorial course. Exchange students can register for this course without the application form. Exchange students won’t be enrolled in Global FLP by registering for this course.

課程目的・到達目標

The goal of this course is to acquire the skills, knowledge, and attitude needed to work overseas, where language, culture, and perspective are different from those in Japan. By having discussions, in English and Japanese, with awareness to global issues, students will aim to get used to having communication with foreigners and learn how to be proactive with assignments and be able to listen to opinions of others.
This is a discussion-type course delivered mainly in English in a small class. This course is a prerequisite for the “Specialized Internship” in overseas. Students will read English news articles on issues related to Japan in various fields, and give their opinions and hold discussions with others, in English and Japanese.

Students will be provided with English news articles from newspapers, magazines and websites.

The goal of this course is to acquire the skills, knowledge, and attitude needed to work overseas, where language, culture, and perspective are different from those in Japan. By having discussions, in English and Japanese, with awareness to global issues, students will aim to get used to having communication with foreigners and learn how to be proactive with assignments and be able to listen to opinions of others.

The themes of discussions may be changed as needed in order to reflect up-to-date topics taken up in news articles.

For more than 30 years, the lecturer has worked as a journalist for major Japanese news agency Jiji Press. He plans to make use of his experience in English-language news production and distribution and knowledge acquired from the job to provide background information and commentaries on English news articles taken up in this course. He will thereby aim to help students gain a better understanding of the news articles and their implications, and to induce active discussions among them.

Class performance 70%, assignments 30%
Assignments will be given evaluation on manaba.

Students should be interested in news and read English articles in newspapers and on news websites.
This is a discussion-type course for undergraduates (Japanese, international, and exchange students) delivered in English in a small class. Students will learn how to express ideas and develop the skills to understand thoughts of others and respond to them through discussion on certain topics like international affairs, business and lifestyle mainly based on foreign media reports. The lecturer will make a brief presentation in each lesson and students will discuss based on the subject and impromptu debate will be followed.

Students should be interested in trends of the global society and relationship with people overseas and improving communication skills in English. Registering for this course will automatically sign you up for Global FLP. You need to submit an application form during the submission period. There may be lottery selections when the number of applicants exceeds maximum capacity. You have the opportunity to make your choices among Global Tutorial classes in the application. If you meet the requirements for the program and are selected for the course, you will be officially registered for this Global Tutorial course.

Exchange students can register for this course without the application form. Exchange students won’t be enrolled in Global FLP by registering for this course.

Students aiming to become Global Professionals who wish to work in a physically and culturally different environment will acquire knowledge of international affairs, skills required, and attitudes to work overseas. Through these lessons, students will obtain the skills to work for their desired jobs following their own goals.

Class performance and short reaction paper in English for each session (60 %)
Term paper (about 500 words in English) (40%)


In principle, students should understand the topic and handouts which will be given in advance for each session.

During the course period, students should listen to English (news, TV series, movies, radio and others) for about 30 minutes every day. Question related to the topics what students watched or listened will be asked during the class.
Students should be interested in trends of the global society and relationship with people overseas and improving communication skills in English. Registering for this course will automatically sign you up for Global FLP. You need to submit an application form during the submission period. There may be lottery selections when the number of applicants exceeds maximum capacity. You have the opportunity to make your choices among Global Tutorial classes in the application. If you meet the requirements for the program and are selected for the course, you will be officially registered for this Global Tutorial course.

Exchange students can register for this course without the application form. Exchange students won’t be enrolled in Global FLP by registering for this course.

This is a discussion-type course for undergraduates (Japanese, international, and exchange students) delivered in English in a small class. Students will learn how to express ideas and develop the skills to understand thoughts of others and respond to them through discussion on certain topics like international affairs, business and lifestyle mainly based on foreign media reports. The lecturer will make a brief presentation in each lesson and students will discuss based on the subject and impromptu debate will be followed.

Students aiming to become Global Professionals who wish to work in a physically and culturally different environment will acquire knowledge of international affairs, skills required, and attitudes to work overseas. Through these lessons, students will obtain the skills to work for their desired jobs following their own goals.

The lecturer has been working at Jiji Press for more than 35 years. During his professional career, he covered international economy and politics as a staff writer at Foreign Economic News Section of News Department. Assigned as a foreign correspondent, firstly in New York and secondly in Brussels, he covered various economic, political and social issues in the U.S. and European Union, Euro and NATO in Europe. As a NY Bureau Chief and President of Jiji Press America, he managed Jiji’s business in the U.S. and news coverage by its five North American bureaus. He also engaged in a number of negotiations and projects during his tenure as Director for International Affairs at the President’s Office. Based on knowledge and information he obtained through his career, he will give lectures on international related issues including current global situations and media trends.

Class performance and short reaction paper in English for each session (60 %)
Term paper (about 500 words in English) (40%)


In principle, students should understand the topic and handouts which will be given in advance for each session.

During the course period, students should listen to English (news, TV series, movies, radio and others) for about 30 minutes every day. Question related to the topics what students watched or listened will be asked during the class.
This course aims to equip students with the knowledge and awareness required to work in a global context. The course focuses on how globalization has impacted social, economic, political, and cultural changes in Asian countries, particularly the employment situation in Asia. Specifically, the course highlights the impact of globalization from the gender perspective. Through readings, discussion, and individual research, students will be expected to develop critical analysis and awareness of gender issues in employment in Asian countries that can help them prepare for their future employment.

### 成績評価方法

- 15% Reading assignments
- 25% Class participation
- 40% Research
- 20% Presentations

### テキスト・参考文献等

No textbook required.

### 授業時間外の学習

Students will be expected to prepare for weekly class discussions, do high-quality research, and give well-informed and critical presentations.
This course aims to equip students with the knowledge and awareness required to work in a global context. The course focuses on how globalization has impacted social, economic, political, and cultural changes in Asian countries, particularly the employment situation in Asia. Specifically, the course highlights the impact of globalization from the gender perspective. Through readings, discussion, and individual research, students will be expected to develop critical analysis and awareness of gender issues in employment in Asian countries that can help them prepare for their future employment.

### 科目目的・到達目標
- To understand the wider socio-cultural, economic, political, and historical contexts that impact workplaces in different countries
- To explore and understand workplace and employment issues from gender and other perspectives
- To critically analyze the impact of workplace culture and societal norms

### 授業計画
1. Target setting and establishing a rubric
2. Globalization and employment
3. Globalization, gender, and the workplace
4. Intercultural communication: Gender Perspective
5. Corporate communications and public relations in the Asian context
6. Researching & discussing the background developing background knowledge of countries of interest
7. Researching & developing background knowledge of countries of interest
8. Researching & discussing the workplace culture and practices of countries of interest
9. Researching & developing understanding of the workplace culture and practices of countries of interest
10. Researching & discussing internship possibilities in countries of interest
11. Researching & developing understanding of internship possibilities in countries of interest
12. First round of research presentations
13. Second round of research presentations
14. Review and feedback

### 成績評価方法
- 15% Reading assignments
- 25% Class participation
- 40% Research
- 20% Presentations

### テキスト・参考文献等
No textbook required.

### 放課時間外の学習
Students will be expected to prepare for weekly class discussions, do high-quality research, and give well-informed and critical presentations.
Animism and Spiritualism in Japanese Culture
(日本文化の中のアニミズムと霊魂信仰)

From ancient times, people in Japan believed in divine, evil, mild, or wild spirits and ghosts. They tried to calm evil vengeful spirits through praying to divine spirits, so that they could get a happy life. In folk religions and Shintoism in Japan, the great stones, trees, certain human bodies or flowers have been regarded as objects representative of a divine spirit. One important function in Japanese religions is to break the cycle of revenge by calming evil vengeful spirits. This type of animism and spiritualism has been expressed in several cultural genres from Japan. In this class, we will analyze and interpret them in representative works of Japanese animated films, pop culture, literature, theater, and music.

Keywords: animism, spiritualism, vengeful spirits, YORISHIRO (object representative of a divine spirit), pop culture, Japanese theater, Japanese literature

古代から日本人は神霊、怨霊、和霊、荒霊また幽霊といった霊魂の存在を信じてきました。彼らは神霊に祈ることによって怨霊を鎮めようとし、鎮魂によって幸福な生活を送ることができるように望みました。日本の民間宗教や神道では巨岩、神木、特定の身体、花などが霊の依代として信仰されてきました。日本の宗教の重要な機能の一つは、霊を鎮めることによる復讐の連鎖の克服でした。こうしたアニミズムと霊魂信仰は日本の様々な文化に表現されています。この授業では日本のアニメ映画、文学、演劇、音楽などの芸術文化の代表作に表現された霊魂信仰を分析し解釈してゆきます。

キーワード: 精霊信仰、鎮魂、依代、ポップカルチャー、日本演劇、日本文学

The main goal is to help students to learn something about animistic elements in ancient and modern Japanese cultures. In addition, it is also hoped to reflect on the possibility of using animistic view of nature for breaking the cycle of revenge in modern times.

1) Introduction: Animism and Spiritualism in Japanese Culture
授業紹介: 日本文化の中のアニミズムと霊魂信仰
2) Roots of Japanese Animism and Spiritualism: Folk Religion and Shintoism
日本のアニミズムと霊魂信仰の系譜: 民間信仰と神道
3) Yorishiro As Spiritual Medium, and Animal As Messenger of Gods
霊媒としての依代、神使としての動物
4) Devine and Evil Spirits in Miyazaki Hayao’s Animated Film “Princess Mononoke”
宮崎駿のアニメ映画『もののけ姫』における神霊と怨霊
5) Animism and Spiritualism From Japanese Jomon Culture In “Princess Mononoke”
『もののけ姫』における、日本の縄文文化からのアニミズムと霊魂信仰
6) Spirits Travelling Through Time and Space in Shinkai Makoto’s Animated Film “Your Name”
新海誠のアニメ映画『君の名は。』におけるパペット人形の霊魂
7) Animism and Spiritualism in Japanese Animated Films, “Neon Genesis Evangelion” etc
日本のアニメ映画におけるアニミズムと霊魂主義、『新世紀エヴァンゲリオン』など
8) Puppet’s Spirits In Hachioji Kuruma Ningyo and In Musical “The Lion King”
八王子の車人形とミュージカル『ライオンキング』におけるパペット人形の霊魂
9) Yamaguchi Sayoko’s (Fashion Model And Actress) Shrine Maiden Dance “Yogo”
山口小夜子(ファッションモデル・俳優)の巫女舞『影向』
10) Vocaloid Hatsune Miku As Spiritual Medium In Shibuya Keiichiro’s Opera “The End”
Vocaloid初音ミク 『新世紀カラオケ』における霊媒としてのボーカロイド 初音ミク
11) Lady Rokujo: Living Vengeful Spirit in “The Tale of Genji” and Noh Theater “AOI NO UE”
六条御息所:『源氏物語』と能楽『葵上』における生霊
12) Breaking The Cycle Of Revenge Through Ghost Play By Inoue Hisashi’s “MUSASHI”
井上ひさしの『ムサシ』における幽霊劇による復讐の連鎖の切断
13) Social Background Of Animism And Spiritualism In Modern Japanese Culture
現代日本、文化におけるアニミズムと霊魂主義の社会的背景
14) Comprehensive Discussion
授業のまとめと質疑
The language in this class is primarily English, though both English and Japanese will be used, as my English is not perfect. It is necessary for students to prepare for and attend every lesson.
This is a course on modern Japanese literature. The works of numerous writers will be discussed, and six novels will be read and discussed in detail.

General Goals:
To give students an introduction to modern Japanese literature
To give them the opportunity to read and discuss a number of well-known novels

Ultimate Objectives:
To provide students with a reasonable amount of information related to well-known Japanese authors and their works
To help them to think critically about Japanese novels and their various themes
To help them enhance their knowledge of Japanese culture

Grades will be based on class participation (40 percent) as well as the quality of two essays that will be assigned as homework (60 percent).

Novels will be read as homework. As is noted above, students will also write two essays as homework.

Students who want to know more about this course can contact the instructor at the following address: gwarren@tamacc.chuo-u.ac.jp
This course introduces students to the study of Phonetics, the scientific study of speech sounds. The focus will be the segmental phonetics of English, but some interaction with other properties of the English sound system will also be covered. In addition, some attention will be paid to the differences between English and Japanese. Each lesson includes a lecture to introduce new concepts, a quiz to review material from the previous lesson, and practical exercises in listening and pronunciation to develop students’ own skills. The course begins by highlighting the differences between English spelling and English pronunciation and recognizing the need for a different kind of alphabet to represent precisely how words are pronounced. While learning to use the International Phonetic Alphabet (IPA) to represent sounds, students will study the components of speech gestures including tongue position, lip shape, place of articulation, manner of articulation and more. Starting from the familiar set of 5 vowels (母音) in Japanese, we will study the 14-vowel system of English and then progress through the different classes of consonants (子音). The course ends with students learning about the changes to pronunciation that occur in fluently produced English speech.

This course provides students with an in-depth understanding of segmental phonetics. Students will learn precisely how individual speech sounds of English are produced, with a special emphasis on those segments in spoken English that are not part of spoken Japanese. Students will become familiar with the International Phonetic Alphabet, or "IPA", which consists of a complete set of symbols to represent all of the speech sounds used in human language, though we will restrict ourselves to the symbols needed for the precise representation of Japanese and English pronunciation.

授業計画
1. Pronunciation and the limits of English spelling
2. The International Phonetic Alphabet (IPA)
3. Sonority and segment classes
4. Vowels: tongue height and tongue position
5. Vowels: lip rounding and muscle tenseness
6. Manners of articulation: glides, liquids, and nasals
7. Mid-term summary and review
8. Manners of articulation: stops, fricatives, and affricates
9. Places of articulation
10. Fluent speech
11. Segments and syllables
12. Linking, deletion, and blending
13. Stress and vowel reduction
14. Summary and Review

成績評価方法
34% Weekly quizzes
33% Mid-term test
33% Final test

テキスト・参考文献等
テキストは無いけど教材が教員に配布されます。

参考文献
   ISBN: 978-1405134545
2. 『音とことばのふしぎな世界』川原繁人著 岩波科学ライブラリー. 2015
   ISBN: 978-4-00-029644-1

授業時間外の学習
Students are required to complete online MANABA quizzes outside of class time. In addition, students are expected to perform the pronunciation exercises introduced during class time on their own time.
This course introduces students to the phonetics of syllables, stress, words, compounds, and phrases in spoken English. Each lesson includes a lecture to introduce new concepts, a quiz to review material from the previous lesson, and practical exercises in listening and pronunciation to develop students’ skills. Contents include intonation, word stress, and syllables. The course begins with how segments are organized into syllables, including their constituent parts. We then move to the grouping of syllables into larger units of prosody such as the “metrical foot”, a unit used to analyze poetry but applies equally well to the study of everyday spoken language. It is particularly useful in understanding the rules of English stress in words, compounds, and phrases. The course finishes with students learning about the different intonation patterns used to signal grammatical and pragmatic meaning in spoken discourse.

There is no textbook for this course. All materials will be provided by the instructor. In addition, all class materials will be made available on-line through Manaba.

Outside class, students are required to complete weekly quizzes that will be available on-line through Manaba and are also expected to complete pronunciation exercises introduced during class.
授業の概要

2年次で使用した教科書"Finster/Jin:『PANORAMA』Deutsch als Zweitsprache Kursbuch und Übungsbuch—Leben in Deutschland, Lektion 1-16; Cornelesen Verlag"用い、ドイツ語語話者である教員二人と日本人の教員一人がリレー式で担当する。授業はすべてドイツ語で行う。授業に自ら活動的な参加は求められています。

科目目的・到達目標

1) 4技能、すなわち「読む」「書く」「聞く」「話す」力を身につける。会話や作文などの実践的な練習を通して、ドイツ語の総合的な力を養う。 2) 授業は日本人の教員とドイツ語を母語とする教員がチームを組んで、リレー式で進める。授業では、ペア練習やグループ練習を含む口頭発表を積極的に取り入れる。自発的・積極的な学習態度が求められる。 3) 注意力を集中して授業に臨むこと。最初のうちは予習より復習に力を入れるとよい。また、聞き取り能力、文法・語彙の習得は自習に委ねられるところが大きいので、各自努力すること。

授業計画

第1週
Einführung
Deutsch global
Wörter auf Deutsch

第2週
Lektion 1 "Willkommen"
sich begrüßen und verabschieden: sich und andere vorstellen: sagen, woher man kommt: sagen was man mag:
buchstabieren

第3週
Lektion 2 "Name, Adresse, Beruf"
sagen, wie es jemanden geht; nach dem Beruf fragen; nach Adresse und Telefonnummer fragen

第4週
Lektion 3 "Was ist das?"
nach Wörtern fragen: auf eine Nachfrage antworten: über Dinge sprechen

第5週
Lektion 4 "Und heute: Shoppen!"
über Einkaufen/Shoppen sprechen; sagen, was man (nicht) gern kauft; einfache Einkaufsdialoge führen

第6週
sagen, wie man etwas findet: Informationen über eine Stadt verstehen; einen Blogtext schreiben

第7週
Lektion 5 "Tanzen oder wandern?"
sagen, was man (nicht) gern macht: den Wochenablauf beschreiben

第8週
Zeitangaben machen: sich verabreden: über eine Grafik sprechen

第9週
Lektion 6 "Familie & Freunde"
die eigene Familie vorstellen; Einladungen verstehen; Party-Dialoge führen: über Geburtstagsfeiern am Arbeitsplatz sprechen

第10週
Lektion 7 "Kaffee oder lieber Schokolade?"
sagen, was man (nicht) gern isst: eine Einkaufsliste schreiben; Einkaufsdialoge führen: sagen, was man machen will und muss: Anzeigetafeln verstehen: ein Wiener Kaffeehaus kennenlernen: im Café bestellen

第11週
Lektion 8 "Termine, Termine ..."
nach der Uhrzeit fragen: sagen, wann man arbeitet; den Arbeitstag/Tagesablauf beschreiben

第12週
Termine machen: sich verabreden: über seine Vorlieben sprechen

第13週
Lektion 9 "Mit dem Auto oder zu Fuß?"
sagen, welche Verkehrsmittel man benutzt: sagen, wie man zur Arbeit kommt: sagen, was man wann macht

第14週
sagen, wie man fahren muss: einen U-Bahn-Plan lesen: einen Text über Verkehrsmittel lesen und schreiben

第15週
Lektion 10 "In der Firma"
über ein Praktikum / den Arbeitsstag berichten: über Vergangenes sprechen

第16週
über eine Reise berichten: über Beruf und Hobbys sprechen

第17週
Lektion 11 "Mein Zuhause"
eine Wohnung beschreiben: über Möbel sprechen

第18週
sagen, wo etwas ist: über die eigene Wohnbiografie sprechen

第19週
Lektion 12 "Gesund und fit"
über Gesundheitszustände: Tipps und Ratschläge geben: über Krankheiten sprechen

第20週
einen Unfall beschreiben: über Fitnessstudios sprechen: sagen, warum man (nicht) gern ins Fitnessstudio geht

第21週
Lektion 13 "Andere feiern, ich arbeite."
über Feste und Arbeit sprechen: Datumangaben verstehen und machen

第22週
eine Einladungskarte verstehen und beantworten: über Karneval sprechen
第22週
Lektion 14“T-Shirt oder Pullover?”
das Wetter beschreiben; sagen, was man trägt; über Kleidung sprechen
第23週
Komplimente machen; seine Meinung über Kleidung äußern
第24週
Lektion 15“Geradeaus bis zur Ampel”
eine Wegbeschreibung verstehen; nach dem Weg fragen und antworten;
第25週
Durchsagen/Informationen am Bahnhof verstehen; eine Fahrkarte kaufen; über Verboten sprechen; über Verkehrssituation sprechen
第26週
Lektion 16“Endlich Urlaub!”
über Urlaub sprechen; über Urlaubsorte sprechen; Wünsche ausdrücken
第27週
Hotelanzeigen verstehen; ein Hotelzimmer reservieren; sich höflich beschweren; eine Grafik verstehen
第28週
Prüfung: Hören / Schreiben / Lesen, Grammatik und Wortschatz

授業時間外の学習
予習復習では宿題として出された課題をこなすだけでなく、教科書付属のDVDに用意された練習問題を自習として積極的に活用し、また単語帳などで学習した単語を暗記するようにしてください。

テキスト・参考文献等
学年始めに指定された教科書、CDなどの補助教材を購入すること。

成績評価方法
①平常点（授業参加への積極度）20％
※半期に3回以上理由なく欠席した者は受講資格を失う
②随時行われるミニ・テスト、課題提出、前期末テストなど。30％
③読み・書き・聞き取り・会話・作文の5つのパートより成る、学年末統一テスト。50％
以上の3つを総合して評価する。

授業時間外の学習
予習復習では宿題として出された課題をこなすだけでなく、教科書付属のDVDに用意された練習問題を自習として積極的に活用し、また単語帳などで学習した単語を暗記するようにしてください。

インターウニ（他大学と合同）のドイツ語合宿や、ドイツ語技能検定試験（独検）、スピーチ・コンテスト、長期・短期の留学など、さまざまな活動に積極的に挑戦することが望ましい

その他特記事項

2020年度中央大学講義要項
科目名：コミュニケーションのドイツ語Ⅰ

担当教員：シュワルツ アレクサンダ

履修年度：2020 学期：通年

開講曜日時限：水4

配当年次：1年次配当

参考URL:

授業の概要

2年次で使用した教科書"Finster/Jin:「PANORAMA」Deutsch als Zweitsprache Kursbuch und Übungsbuch—Leben in Deutschland, Lektion 1－16／Cornelesen Verlag"用い、ドイツ語話者である教員二人と日本人の教員一人がリレー式で担当する。授業はすべてドイツ語で行う。授業に自ら活動的な参加は求められています。

科目目的・到達目標

1) 4技能、すなわち「読む」「書く」「聞く」「話す」力を身につける。会話や作文などの実践的な練習を通して、ドイツ語の総合的な力を養う。

授業計画

第1週

Einführung
Deutsch global
Wörter auf Deutsch

第2週

Lektion 1 "Willkommen"
sich begrüßen und verabschieden; sich und andere vorstellen; sagen, woher man kommt; sagen was man mag; buchstabieren

第3週

Lektion 2 "Adresse, Beruf"
sagen, wie es jemanden geht; nach dem Beruf fragen; nach Adresse und Telefonnummer fragen; persönliche Daten im Formular ausfüllen; sagen, was man mag

第4週

Lektion 3 "Was ist das?"
nach Wörtern fragen; auf eine Nachfrage antworten; über Dinge sprechen

第5週

Lektion 4 "Und heute: Shoppen!"
über Einkaufen/Shoppen sprechen; sagen, was man (nicht) gern kauft; einfache Einkaufsdialoge führen

第6週

sagen, wie man etwas findet; Informationen über eine Stadt verstehen; einen Blogtext schreiben

第7週

Lektion 5 "Tanzen oder wandern?"
sagen, was man (nicht) gern macht; den Wochenablauf beschreiben; Zeitangaben machen; sich verabreden; über eine Grafik sprechen

第8週

Lektion 6 "Familie & Freunde"
die eigene Familie vorstellen; Einladungen verstehen; Party-Dialoge führen; über Geburtstagsfeiern am Arbeitsplatz sprechen

第9週

Lektion 7 "Kaffee oder lieber Schokolade?"
sagen, was man (nicht) gern isst; eine Einkaufsliste schreiben; Einkaufsdialoge führen; sagen, was man machen will und muss; Anzeigetafeln verstehen; einen Wiener Kaffeehaus kennenlernen; im Café bestellen

第10週

Lektion 8 "Termine, Termine ..."
nach der Uhrzeit fragen; sagen, wann man arbeitet; den Arbeitstag/Tagesablauf beschreiben

第11週

Termine machen; sich verabreden; über seine Vorlieben sprechen

第12週

Lektion 9 "Mit dem Auto oder zu Fuß?"
sagen, welche Verkehrsmittel man benutzt; sagen, wie man zur Arbeit kommt; sagen, was man wann macht

第13週

sagen, wie man fahren muss; einen U-Bahn-Plan lesen; einen Text über Verkehrsmittel lesen und schreiben

第14週

Lektion 10 "In der Firma"
über ein Praktikum / den Arbeitstag berichten; über Vergangenes sprechen

第15週

über eine Reise berichten; über Beruf und Hobbys sprechen

第16週

Lektion 11 "Mein Zuhause"
eine Wohnung beschreiben; über Möbel sprechen

第17週

sagen, wo etwas ist; über die eigene Wohnbiografie sprechen

第18週

Lektion 12 "Gesund und fit"
über Gesundheitstipps sprechen; Tipps und Ratschläge geben; über Krankheiten sprechen

第19週

einen Unfall beschreiben; über Fitnessstudios sprechen; sagen, warum man (nicht) gern ins Fitnessstudio geht

第20週

Lektion 13 "Andere feiern, ich arbeite."
über Feste und Arbeit sprechen; Datumangaben verstehen und machen

第21週

2020年度中央大学講義要項
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インターウニ（他大学と合同）のドイツ語合宿や、ドイツ語技能検定試験（独検）、スピーチ・コンテスト、長期・短期の留学など、さまざまな活動に積極的に挑戦することが望ましい。

その他特記事項
2020年度中央大学講義要項
科目名：コミュニケーションのドイツ語Ⅱ
担当教員：シュウルツ アレクサンダー
履修年度：2020 学期：通年
開講曜日時限：水3
配当年次：1年次配当
参考URL:

授業の概要
2年度で使用した教科書"Finster/Jin:「PANORAMA」Deutsch als Zweitsprache Kursbuch und Übungsbuch-Leben in Deutschland Lektion 1-16; Cornelsen Verlag" を用い、ドイツ語母語話者である教員2人と日本人の教員一人がリレー式で担当する。授業はすべてドイツ語で行う。授業に自らの活動的な参加は求められています。

科目目的・到達目標
1) 4技能、すなわち「読む」「書く」「聞く」「話す」力を身につける。会話や作文などの実践的な練習を通じて、ドイツ語の総合的な力を養う。2) 授業は日本人の教員とドイツ語を母語とする教員がチームを組んで、リレー式で進める。授業では、ペア練習やグループ練習を含む口頭発表を積極的に取り入れる。自発的・積極的な学習態度が求められる。3) 注意力を集中して授業に臨むこと。最初のうちは予習より復習に力を入れるとよい。また、聞き取り能力、文法・語彙の習得は自習に委ねられるところが大きいので、各自努力すること。

授業計画
第1週
Einführung
Deutsch global
Wörter auf Deutsch
第2週
Lektion 1 "Willkommen"
sich begrüßen und verabschieden; sich und andere vorstellen; sagen, woher man kommt; sagen was man mag; buchstabieren
第3週
Lektion 2 "Name, Adresse, Beruf"
sagen, wie es jemanden geht; nach dem Beruf fragen; nach Adresse und Telefonnummer fragen; persönlichen Daten im Formular ausfüllen; sagen, was man mag
第4週
Lektion 3 "Was ist das?"
nach Wörtern fragen; auf eine Nachfrage antworten; über Dinge sprechen
第5週
Lektion 4 "Und heute: Shoppen!"
über Einkaufen/Shoppen sprechen; sagen, was man (nicht) gern kauft; einfache Einkaufsdialoge führen
第6週
sagen, was man etwas findet; Informationen über eine Stadt verstehen; einen Blogtext schreiben
第7週
Lektion 5 "Tanzen oder wandern?"
sagen, was man (nicht) gern macht; den Wochenablauf beschreiben; Zeitangaben machen; sich verabreden; über eine Grafik sprechen
第8週
Lektin 6 "Familie & Freunde"
die eigene Familie vorstellen; Einladungen verstehen; Party-Dialoge führen; über Geburtstagsfeiern am Arbeitsplatz sprechen
第9週
Lektion 7 "Kaffee oder lieber Schokolade?"
sagen, was man (nicht) gern isst; eine Einkaufsliste schreiben; Einkaufsdialoge führen; sagen, was man machen will und muss; Anzeigetafeln verstehen; ein Wiener Kaffeehaus kennenlernen; im Café bestellen
第10週
Lektion 8 "Termine, Termine ..."
nach der Uhrzeit fragen; sagen, wann man arbeitet; den Arbeitstag/Tagesablauf beschreiben
第11週
Termine machen; sich verabreden; über seine Vorlieben sprechen
第12週
Lektion 9 "Mit dem Auto oder zu Fuß?"
sagen, welche Verkehrsmittel man benutzt; sagen, wie man zur Arbeit kommt; sagen, was man wann macht
第13週
sagen, wie man fahren muss; einen U-Bahn-Plan lesen; einen Text über Verkehrsmittel lesen und schreiben
第14週
Lektion 10 "In der Firma"
über ein Praktikum / den Arbeitstag berichten; über Vergangenes sprechen
第15週
über eine Reise berichten; über Beruf und Hobbys sprechen
第16週
Lektion 11 "Mein Zuhause"
eine Wohnung beschreiben; über Möbel sprechen
第17週
sagen, wo etwas ist; über die eigene Wohnbiografie sprechen
第18週
Lektion 12 "Gesund und fit"
über Gesundheitstipps sprechen; Tipps und Ratschläge geben; über Krankheiten sprechen
第19週
einen Unfall beschreiben; über Fitnessstudios sprechen; sagen, warum man (nicht) gern ins Fitnessstudio geht
第20週
Lektion 13 "Andere feiern, ich arbeite."
über Feste und Arbeit sprechen; Datumangaben verstehen und machen
第21週

2020年度中央大学講義要項
学年始めに指定された教科書、CDなどの補助教材を購入すること。

Panorama. Deutsch als Fremdsprache. A1: Gesamtband, Kursbuch und Uebungsbuch, Cornelsen。

成績評価方法
①平常点（授業参加への積極度）20％
②随時行われるミニ・テスト、課題提出、前期末テストなど。30％
③読み・書き・聞き取り・会話・作文の5つのパートより成る、学年末統一テスト。50％
以上の3つを総合して評価する。

授業時間外の学習
予習復習では宿題として出された課題をこなすだけでなく、教科書付属のDVDに用意された練習問題を自習として積極的に活用し、また単語帳などで学習した単語を暗記するようにしてください。

インターウニ（他大学と合同）のドイツ語合宿や、ドイツ語技能検定試験（独検）、スピーチ・コンテスト、長期・短期の留学など、さまざまな活動に積極的に挑戦することが望ましい。

その他特記事項
授業の概要
2年次で使用した教科書"Finster/Jin:「PANORAMA」Deutsch als Zweitsprache Kursbuch und Übungsbuch一Leben in Deutschland, Lektion 1-16; Cornelesen Verlag"用い、ドイツ語語話者である教員二人と日本人の教員一人がリレー式で担当する。授業はすべてドイツ語で行う。授業に自ら活動的な参加を求められています。

科目目的・到達目標
1) 4技能、すなわち「読む」「書く」「聞く」「話す」力を身につける。会話や作文などの実践的な練習を通して、ドイツ語の総合的な力を養う。2) 授業は日本人の教員とドイツ語を母語とする教員がチームを組んで、リレー式で進める。授業では、ペア練習やグループ練習を含む口頭発表を積極的に取り入れる。自発的・積極的な学習態度が求められる。3) 注意力を集中して授業に臨むこと。最初のうちは予習より復習に力を入れるとよい。また、聞き取り能力、文法・語彙の習得は自習に委ねられるところが大きいので、各自努力すること。

授業計画
第1週
Einführung
Deutsch global
Wörter auf Deutsch

第2週
Lektion 1 "Willkommen"
sich begrüßen und verabschieden; sich und andere vorstellen; sagen, woher man kommt; sagen was man mag; buchstabieren

第3週
Lektion 2 "Name, Adresse, Beruf"
sagen, wie es jemanden geht; nach dem Beruf fragen; nach Adresse und Telefonnummer fragen
persönliche Daten im Formular ausfüllen; sagen, was man mag

第4週
Lektion 3 "Was ist das?"
nach Wörtern fragen; auf eine Nachfrage antworten; über Dinge sprechen

第5週
Lektion 4 "Und heute: Shoppen!"
über Einkaufen/Shoppen sprechen; sagen, was man (nicht) gern kauft; einfache Einkaufsdialoge führen

第6週
sagen, wie man etwas findet; Informationen über eine Stadt verstehen; einen Blogtext schreiben

第7週
Lektion 5 "Tanzen oder wandern?
sagen, was man (nicht) gern macht; den Wochenablauf beschreiben
Zeitangaben machen; sich verabreden; über eine Grafik sprechen

第8週
Lektion 6 "Familie & Freunde"
die eigene Familie vorstellen; Einladungen verstehen; Party-Dialoge führen; über Geburtstagsfeiern am Arbeitsplatz sprechen

第9週
Lektion 7 "Kaffee oder lieber Schokolade?"
sagen, was man (nicht) gern isst; eine Einkaufsliste schreiben; Einkaufsdialoge führen; sagen, was man machen will und muss; Anzeigetafeln verstehen; ein Wiener Kaffeehaus kennenlernen; im Café bestellen

第10週
Lektion 8 "Termine, Termine ...
 nach der Uhrzeit fragen; sagen, wann man arbeitet; den Arbeitstag/Tagesablauf beschreiben

第11週
Termine machen; sich verabreden; über seine Vorlieben sprechen

第12週
Lektion 9 "Mit dem Auto oder zu Fuß?"
sagen, welche Verkehrsmittel man benutzt; sagen, wie man zur Arbeit kommt; sagen, was man wann macht

第13週
sagen, wie man fahren muss; einen U-Bahn-Plan lesen; einen Text über Verkehrsmittel lesen und schreiben

第14週
Lektion 10 "In der Firma"
über ein Praktikum / den Arbeitstag berichten; über Vergangenes sprechen

第15週
über eine Reise berichten; über Beruf und Hobbys sprechen

第16週
Lektion 11 "Mein Zuhause"
eine Wohnung beschreiben; über Möbel sprechen

第17週
sagen, wo etwas ist; über die eigene Wohnbiografie sprechen

第18週
Lektion 12 "Gesund und fit"
über Gesundheitstipps sprechen; Tipps und Ratschläge geben; über Krankheiten sprechen

第19週
einen Unfall beschreiben; über Fitnessstudios sprechen; sagen, warum man (nicht) gern ins Fitnessstudio geht

第20週
Lektion 13 "Andere feiern, ich arbeite."
über Feste und Arbeit sprechen; Datumangaben verstehen und machen

第21週
eine Einladungskarte verstehen und beantworten; über Karneval sprechen

2020年度中央大学講義要項
授業時間外の学習
予習復習では宿題として出された課題をこなすだけでなく、教科書従属のDVDに用意された練習問題を自習として積極的に活用し、また単語帳などで学習した単語を暗記するようにしてください。

インターウニ（他大学と合同）のドイツ語合宿や、ドイツ語技能検定試験（独検）、スピーチ・コンテスト、長期・短期の留学など、さまざまな活動に積極的に挑戦することが望ましい。

その他特記事項
授業の概要

Grundlage dieses Unterrichtes sind Kopien aus spezieller Fachliteratur, anhand derer die Studierenden eine stimmphysiologisch korrekte Artikulation der einzeln Vokale und Konsonanten und natürlich auch deren mannigfaltige Kombinationen untereinander erlernen sollen. Diese Kenntnisse werden anhand vielfältiger praktischer Drillübungen zur Basiskommunikation verfestigt. Weitere Schwerpunkte werden die natürliche Satzmelodie, die Akzentuierung sowie Korrrecte Atmung sein, die in den letzten Unterrichten dann mit der Rezitation einfacher Gedichte verfestigt werden soll.

科目目的・到達目標

Die Studierenden des ersten Studienjahres sollen in diesem Kurs von Anfang an eine richtige, klare und vor allem aber natürliche Artikulation der deutschen Sprache sowie Grundlagen der täglichen Kommunikation lernen.

授業計画

Lehrplan(Sommersemester):
01): Einführung, Kennenlernen, Organisatorisches
02): Vokale a, e, i: Name, Studentennummer, Hobby: Zungenbrecher
03): Vokale o, u: Wohnen, Heimat, Beruf: Zungenbrecher
04): Umlaute ä, ö, ü: Universität, Studienfach, Alter: Zungenbrecher
05): Diphthonge au, ei, eu: Haustier, Befinden Zungenbrecher
06): Konsonanten f, v, Zungenbrecher, Gedicht
07): Konsonanten d, g, -ig, -ng: Geschwister, Familienstand, Gedicht
08): Konsonanten j, n, pf, qu, r: Jobben, Führerschein, Zungenbrecher
09): Konsonanten 2xs, sz, sch, sp, tsch: Fremdsprachen, Telefon, Gedicht
10): Konsonanten v, w: Adresse, E-Mail: Zungenbrecher: Gedicht
11): Konsonanten chs, x, z, ts, tion, tio: Sternzeichen Blutgruppe, Gedicht
12): Drillübungen: Sport, Lieblings..., Zungenbrecher, Gedicht Drill
14): Zusammenfassung, Auswertung, Fragen

成績評価方法

Prüfungen: Mündliche Prüfung am Semesterende Benotung: Mündliche Prüfung: 60% Mündliche Kurztests: 20% Aktive Mitarbeit: 20%

テキスト・参考文献等

授業中に指示します。

授業時間外の学習

Bitte sehen Sie deutsche Nachrichten im Internet, z.B.:
www.tagesschau.de / www.heute.de / Deutsche Welle TV / YouTV
Benutzen Sie das Internet und YouTube, um sich interessante Dinge aus und über Deutschland anzuschauen. Falls Sie Fragen haben, bitte stellen Sie diese im Unterricht!

その他特記事項

Zur Erlangung der Kredits für diesen Kurs ist eine Anwesenheitsrate von mindestens 85% erforderlich!!! Pro Semester wird unentschuldigte Fehlen maximal 2x toleriert!!!
授業の概要


科目目的・到達目標

Die Studierenden des ersten Studienjahres sollen in diesem Kurs von Anfang an eine richtige, klare und vor allem aber natürliche Artikulation der deutschen Sprache sowie Grundlagen der täglichen Kommunikation lernen.

授業計画

Lehrplan(Sommersemester):
01): Einführung, Kennenlernen, Organisatorisches
02): Vokale a, e, i: Name, Studentennummer, Hobby: Zungenbrecher
03): Vokale o, u: Wohnen, Heimat, Beruf: Zungenbrecher
04): Umlaute ä, ö, ü: Universität, Studienfach, Alter: Zungenbrecher
05): Diphthonge au, ei, eu: Haustier, Befinden: Zungenbrecher
06): Konsonanten f, v, 2x ch: Geburtstag, geboren: Zungenbrecher, Gedicht
07): Konsonanten d, g, -ig, -ng: Geschwister, Familienstand, Gedicht
08): Konsonanten j, n, pf, qu, r: Jobs, Führerschein, Zungenbrecher
09): Konsonanten 2xs, sz, sch, sp, tsch: Fremdsprachen, Telefon, Gedicht
10): Konsonanten v, w: Adresse, E-Mail: Zungenbrecher: Gedicht
11): Konsonanten chs, x, z, ts, tz, tio: Sternzeichen Blutgruppe, Gedicht
12): Drillübungen: Sport, Lieblings..., Zungenbrecher, Gedicht Drill
14): Zusammenfassung, Auswertung, Fragen

成績評価方法

Prüfungen: Mündliche Prüfung am Semesterende Benotung: Mündliche Prüfung: 60% Mündliche Kurztests: 20% Aktive Mitarbeit: 20%

授業時間外の学習

Bitte sehen Sie deutsche Nachrichten im Internet, z.B.:
www.tagesschau.de / www.heute.de / Deutsche Welle TV / YouTV
Benutzen Sie das Internet und YouTube, um sich interessante Dinge aus und über Deutschland anzuschauen. Falls Sie Fragen haben, bitte stellen Sie diese im Unterricht!

その他特記事項

Zur Erlangung der Kredits für diesen Kurs ist eine Anwesenheitsrate von mindestens 85% erforderlich!!! Pro Semester wird unentschuldigtes Fehlen maximal 2x toleriert!!!
授業の概要


科目目的・到達目標

Die Studierenden lernen in diesem Kurs den freien und ungezwungenen Umgang mit der deutschen Sprache, speziell über ihr eigenes Land mit all seinen Phänomenen und Besonderheiten verständlich und nachvollziehbar zu sprechen.

授業計画

Lehrplan(Sommersemester):
01: Levelchecktest, Einführung,
02: Die Welt heute/Das bin ich
03: Die Welt heute/Meine Heimat
04: Die Welt heute/Mein Hobby
05: Die Welt heute/Mein Lieblingsbuch
06: Die Welt heute/Mein Idol
07: Die Welt heute/Mein Berufswunsch
08: Die Welt heute/Mein Traumhaus
09: Die Welt heute/Mein bester Freund
10: Die Welt heute/Papierkranich
11: Die Welt heute/Meine weiteste Reise
12: Die Welt heute/Funktion eines Gerätes
13: Die Welt heute/Mein Traumpartner
14: Zusammenfassung, Auswertung, Fragen

成績評価方法


テキスト・参考文献等

授業中に指示します。

授業時間外の学習

Bitte sehen Sie deutsche Nachrichten im Internet, z.B.: www.tagesschau.de / www.heute.de / Deutsche Welle TV / YouTV

Benutzen Sie das Internet und YouTube, um sich interessante Dinge aus und über Deutschland anzuschauen. Falls Sie Fragen haben, bitte stellen Sie diese im Unterricht!

その他特記事項

Zur Erlangung der Kredits für diesen Kurs ist eine Anwesenheitsrate von mindestens 85% erforderlich!!! Pro Semester wird unentschuldigtes Fehlen maximal 2x toleriert!!!
履修年度: 2020 学期: 後期
開講曜日時限: 火4 配当年次: 2〜4年次配当
参考URL: Die Anwesenheit ist KEIN Bestandteil der Benotung, sondern die notwendige Voraussetzung, überhaupt eine Note zu bekommen!!!
科目名：ドイツ語中級：講読と作文（1）
担当教員：ヘンゼル シュテファン
履修年度：2020 学期：前期 開講曜日時限：木2
配当年次：2〜4年次配当

授業の概要
In diesem Kurs beschäftigen wir uns mit den Fertigkeiten Schreiben und Lesen. Im ersten Semester lernen Sie, authentische Texte (E-Mails, Berichte usw.) grammatisch richtig und mit einem abwechslungsreichen Satzbau zu schreiben. Im zweiten Semester lernen Sie verschiedene Lesestrategien kennen, die Ihnen beim Verstehen von Texten helfen.

Dieser Kurs ist eine gute Vorbereitung auf die Goethe-Zertifikate A2 und B1.

科目目的・到達目標
Dieser Kurs hilft Ihnen dabei, sowohl Ihren schriftlichen Ausdruck als auch Ihr Leseverstehen zu verbessern.

授業計画
Lehrplan erstes Semester
1. Levelcheck, Einführung
2. Vom Wort zum Satz 1: Subjekt und Verb
3. Vom Wort zum Satz 4: Die Verblammer
4. Vom Wort zum Satz 3: Ergänzungen
5. Vom Wort zum Satz 6: kausale und modale Angaben
6. Vom Satz zum Text 1: temporale Konnektoren
7. Vom Satz zum Text 2: kausale Konnektoren
8. Vom Satz zum Text 3: zweiteilige Konnektoren
9. Schreibstrategien
1. Informelle E-Mail schreiben
2. Halboffizielle E-Mail schreiben
3. Zusammenfassung

成績評価方法
Aktive Teilnahme, Hausaufgaben, Test
授業への積極的な参加、宿題、試験
授業への積極的な参加ならびに予習・復習・宿題をこなす：40%
出席ならびに時間の厳守：20%
試験：40%
授業への欠席が4回以上の場合、E判定とします。

テキスト・参考文献等
Handout
配布物

授業時間外の学習
Wiederholung, im Internet Informationen suchen
復習、インターネットを利用してのリサーチ

その他特記事項
楽しんでドイツ語を学んでください。
科目名: ドイツ語中級：講読と作文（2）
履修年度: 2020 学期: 後期
開講曜日時限：木2
担当教員: ヘンゼル シュテファ
配当年次: 2～4年次配当
参考URL:

授業の概要

In diesem Kurs beschäftigen wir uns mit den Fertigkeiten Schreiben und Lesen. Im ersten Semester lernen Sie, authentische Texte (E-Mails, Berichte usw.) grammatisch richtig und mit einem abwechslungsreichen Satzbau zu schreiben. Im zweiten Semester lernen Sie verschiedene Lesestrategien kennen, die Ihnen beim Verstehen von Texten helfen. Dieser Kurs ist eine gute Vorbereitung auf die Goethe-Zertifikate A2 und B1.

このコースでは、作文と読解のスキルを向上させます。前期では、定型的な文章（Eメール、旅行や経験を伝える報告の類、等）を正確な文法で、また、様々な構成で作成することを身につけ、後期では、色々な読解の方法に触れ、文の理解力を養います。当コースは、ドイツ語検定試験（Goethe-Zertifikate）A2とB1対策にも効果的です。

科目目的・到達目標

Dieser Kurs hilft Ihnen dabei, sowohl Ihren schriftlichen Ausdruck als auch Ihr Leseverstehen zu verbessern.

このコースは、文章を作成する上での表現力と、読解力の上達を目的としています。

授業計画

Lehrplan zweites Semester
1. Blogeintrag schreiben
2. Bericht schreiben 1
3. Bericht schreiben 2
4. Leseverstehen: Textsorten erkennen
5. Strategien zum Textverständnis 1: Vorwissen aktivieren
6. Strategien zum Textverständnis 2: Hypothesen aufstellen
7. Strategien zum Textverständnis 3: Fragen zum Text formulieren
8. Lesestrategien
9. Selektives Lesen
10. Globales Lesen
11. Detailliertes Lesen 1
12. Detailliertes Lesen 2
13. Reziprokes Lesen 1
14. Zusammenfassung

成績評価方法

Aktive Teilnahme, Hausaufgaben, Test
授業への積極的な参加、宿題、試験

授業への積極的な参加ならびに予習・復習・宿題をこなす: 40%
出席ならびに時間の厳守: 20%
試験: 40%
授業への欠席が4回以上の場合、E判定とします。

テキスト・参考文献等

Handout
配布物

授業時間外の学習

Wiederholung, im Internet Informationen suchen
復習、インターネットを利用してのリサーチ

その他特記事項

楽しんでドイツ語を学んでください。
科目名: 留学のドイツ語(1)

履修年度: 2020 学期: 前期

開講曜日時限: 金5

担当教員: デトレフス ハンス ヨアヒム

配当年次: 2〜4年次配当

参考URL:

授業の概要

Sommersemester: Landeskunde und Kulturgeschichte - Tatsachen über Deutschland.

科目目的・到達目標


授業計画

1. Unterrichtseinheit (UE): Informationen zu den Austauschprogrammen an deutsche Universitäten (I)
2. UE: Einige politische Grundbegriffe: Warum heißt Deutschland BRD? Wie nennen Deutsche ihre Verfassung? Was ist Wirtschaftswunder?
3. UE: Das politische System der Bundesrepublik
4. UE: Die Parteienlandschaft
5. UE: Zur Geschichte der Europäischen Union
6. UE: Wirtschaftspolitische Perspektiven der EU
7. UE: Debatte in Deutschland zum Problem von Immigration und Integration
10. UE: Weltkulturerbe in Berlin/Potsdam I: Wohnsiedlungen der Berliner Moderne
11. UE: Weltkulturerbe in Berlin/Potsdam II: Die Berliner Museumsinsel: Das Alte Museum, die alte Nationalgalerie
13. UE: Das Berliner Kulturforum
14. UE: Konkusion

成績評価方法

Aktive Teilnahme am Unterricht (nur 3 Fehlzeiten werden entschuldigt)
Gute Vorbereitung auf das Thema. 2 Referate im Jahr

テキスト・参考文献等

Das Lehrmaterial wird von mir bereitgestellt. Es brauchen keine Textbücher gekauft zu werden.

授業時間外の学習

Wöchentliche Vorbereitung der von mir vorgelehenen Texte, Präsentationen

その他特記事項
授業概要

科目目的・到達目標
Sommersemester: Landeskunde - Tatsachen über Deutschland.

授業計画
Im Wintersemester wird der Schwerpunkt auf das Landeskundeseminar auf einführende kulturwissenschaftliche Themen gelegt. Im Mittelpunkt stehen Stadt, Urbanität und Design:
1. UE: Historische Entwicklung der Stadt: die mittelalterliche Stadt
2. UE: Zerstörung und Wiederaufbau historischer Altstädte nach dem 2. Weltkrieg
3. UE: Städtepolitik und Stadtreparatur seit der Wiedervereinigung: die Modellstädte der neuen Bundesländer
4. UE: Das Berliner Stadtschloss
5. UE: Das Humboldt-Forum im neuen Stadtschloss: die Entscheidung des Architekturwettbewerbs für das Stadtschloss
6. UE: Die Diskussion um das neue Humboldt-Forum
7. UE: Postkolonialismus und Restitutionsdebatte
8. UE: Zerstörung und Wiederaufbau historischer Städte nach dem 2. Weltkrieg am Beispiel der Potsdamer Innenstadt: Der Alte Markt und das Holländische Viertel
10. UE: Zerstörung und Wiederaufbau historischer Städte nach dem 2. Weltkrieg am Beispiel der Dresdener Innenstadt
11. Die Dresdener Museen
12. Das Dresdener Residenzschloss
13. Aktuelle Politikströmungen im Dresden: Pegida
14. UE: Konklusionen

成績評価方法
Aktive Teilnahme am Unterricht (nur 3 Fehlzeiten werden entschuldigt)
Gute Vorbereitung auf das Thema. 2 Referate im Jahr

テキスト・参考文献等
Das Lehrmaterial wird von mir bereitgestellt. Es brauchen keine Textbücher gekauft zu werden.

授業時間外の学習
Wöchentliche Vorbereitung der von mir verteilten Texte, Präsentationen

その他特記事項
履修年度: 2020 学期: 前期
開講曜日時限: 金2
担当教員: シュワルツ アレクサンドラ
配当年次: 2〜4年次配当

授業の概要
ドイツ語の実践的な運用能力を身につけることは、ドイツの言語と文化を扱う専門分野にあって研究の前提となる。そこで、ヨーロッパ言語共通参照枠（CEFR: The Common European Framework of Reference for Languages）を一つのよりどころにしてながら、特に、リスニング能力と会話力・発表能力の向上を目指す。授業では、発表を含むさまざまな場面やジャンルの会話を取り上げながら、ドイツ語の運用能力向上を目指す。なお、後期に開設される資格のドイツ語Ⅰ（2）／資格のドイツ語（1）（3）（後期）とは、扱う場面やジャンルが異なる。

科目目的・到達目標
GZは、専攻の学生のみならず、広くドイツ語圏への留学を志す学生や、教員を目指す学生にとっても、到達度確認、知識・能力の証明となる。特に、中学校・高等学校のドイツ語科教育では、CEFRが学習到達目標設定の参考となるので、こうした機会を経験・活用してほしい。

授業計画
メインポイントはリスニング力（全体を把握する、詳細を理解する、必要な情報を聞き分ける）、スピーキング力（会話が始まる力、トピックについて話す力、会話理解するために話し合う力）生徒同士パートナーになって会話練習をします。

授業時間外の学習
授業で出た新しい単語、文法は自主的に復習して、聞き取りのページは各自週一で再び聞くようにしてほしいです。ついでにNHKのドイツ語講座、ZDFのニュースなどをおすすめします。

その他特記事項
八割以上の授業に出席することが必要です。八割出席できない生徒は落第します。会話力の低い生徒は参加不可になります。最初の授業時に、リスニングと筆記のテストをします。これまで八割の得点が出来ない場合は、出席不可になります。
履修年度: 2020 学期: 後期
開講曜日時限: 金2
配当年次: 2～4年次配当

授業の概要
ドイツ語の実践的な運用能力を身につけることは、ドイツの言語と文化を扱う専門分野にあって研究の前提となる。そこで、ヨーロッパ語共通参照枠（CEFR: The Common European Framework of Reference for Languages）を一つのよりどころにしながら、特に、リスニング能力と会話力・発表能力の向上を目指す。授業では、発表を含むさまざまな場面やジャンルの会話を取り上げながら、ドイツ語の運用能力向上を目指す。なお、後期に開設される資格のドイツ語I（2）/資格のドイツ語（1）（3）（後期）とは、扱う場合とジャンルが異なる。

科目目的・到達目標
GZは、専攻の学生のみならず、広くドイツ語圏への留学を志す学生や、教員を目指す学生にとっても、到達度確認、知識・能力の証明となる。特に、中学校・高等学校のドイツ語科教育では、CEFRが学習到達目標設定の参考となるので、こうした機会を経験・活用してほしい。

授業計画
メインポイントはリスニング力（全体を把握する、詳細を理解する、必要な情報を聞き分ける）、スピーキング力（会話を始める力、トピックについて話す力、会話理解するために話し合う力）生徒同士パートナーになって会話練習をします。

授業時間外の学習
授業で出た新しい単語、文法は自主的に復習して、聞き取りのページを各自週一で再び聞くようにしてください。ついでにNHKのドイツ語講座、ZDFのニュースなどをおおすすめします。

その他特記事項
八割以上の授業に出席することが必要です。八割出席できない生徒は落第します。会話力の低い生徒は参加不可になります。最初の授業時に、リスニングと筆記のテストをします。これで八割の得点が取れない場合は、出席不可になります。
科目的
資格のドイツ語Ⅱ（1）

年度：2020 学期：前期
開講曜日時限：木1
配当年次：2～4年次配当

参考URL：

履修条件・関連科目等
A2～B1程度のレベルが望ましい

授業の概要
ドイツ語の実践的な運用能力を身につけることは、ドイツの言語と文化を扱う専門分野にあって研究の前提となる。そこで、ヨーロッパ言語共通参照枠（CEFR: The Common European Framework of Reference for Languages）を一つのとりどころにしながら、特に、リスニング能力と会話力・発表能力の向上を目指す。授業では、発表を含むさまざまな場面やジャンルの会話を取り上げながら、ドイツ語の運用力向上を目指す。なお、後期に開設される資格のドイツ語Ⅰ（2）／資格のドイツ語（1）（3）（後期）とは、扱う場面やジャンルが異なる。

授業計画
メインポイントはリスニング力（全体を把握する、詳細を理解する、必要な情報を聞き分け）、スピーキング力（会話始め力、トピックについて話す力、会話を理解するために話し合う力）生徒同士パートナーになって会話練習をします。

1週：学力テスト
2週：聴く理解 Sprechenende Personen erkennen
3週：Geraeusche beachten
4週：Ortsnamen und Zahlen
5週：Namen und Zahlen beachten
6週：会話 Situationen
7週：Gelenktes Gesprach
8週：Interviews machen
9週：Fragen stellen
10週：聴く理解 Zusammenhang von Thema und Textsorte erkennen
11週：Lautsprecherdurchsagen
12週：Sich bewusst machen, welche Informationen man braucht
13週：Negation erkennen
14週：期末まとめ

この予定より変わる可能性があります。

成績評価方法
評価方法平常点25％、宿題25％、授業中の積極的な参加25％、毎月の発表会またはテスト25％になります。
授業に必ず出席すること。授業中の練習、トレーニングに積極的に参加すること。試験を受けること。

アシスタント・参考文献等
So geht’s! 独和和独辞典は各自持参すること。

授業時間外の学習
授業で出た新しい単語、文法は自主的に復習して、聞き取りのページは各自週一で再び聞くようにしてほしいです。ついてNHKのドイツ語講座、ZDFのニュースなどをおすすめします。

その他特記事項
八割以上の授業に出席することが必要です。八割出席できない生徒は落第します。会話力の低い生徒は参加不可になります。最初の授業時に、リスニングと筆記のテストをします。これで6割の得点が出来ない場合は、出席不可になります。
ストラテラス語の実践的な運用能力を身につけることは、ドイツの言語と文化を扱う専門分野にあって研究の前提となる。そこで、ヨーロッパ言語共通参照枠（CEFR：The Common European Framework of Reference for Languages）を一つのよりどころにしながら、特に、リスニング能力と会話力・発表能力の向上を目指す。授業では、発表を含むさまざまな場面やジャンルの会話を取り上げながら、ドイツ語の運用能力向上を目指す。なお、前期に開設される資格のドイツ語II (1)／資格のドイツ語 (2) （4） （前期）とは、扱う場面やジャンルが異なる。

授業の概要

ドイツ語の実践的な運用能力を身につけることは、ドイツの言語と文化を扱う専門分野にあって研究の前提となる。そこで、ヨーロッパ言語共通参照枠（CEFR：The Common European Framework of Reference for Languages）を一つのよりどころにしながら、特に、リスニング能力と会話力・発表能力の向上を目指す。授業では、発表を含むさまざまな場面やジャンルの会話を取り上げながら、ドイツ語の運用能力向上を目指す。なお、前期に開設される資格のドイツ語II (1)／資格のドイツ語 (2) （4） （前期）とは、扱う場面やジャンルが異なる。

授業目的・到達目標

専門分野の授業で媒介語として、あるいは談話資料の分析やインタビュー調査のために必要となるドイツ語の運用能力と実践力を身につける。目標達成の具体的な形として、間接的に広く通用するCEFR準拠のドイツ語の試験Goethe-Zertifikat (GZ)に合格できるだけのレベルに到達することを目指す。

GZは、専攻の学生のみならず、広くドイツ語圏に志望する学生や、教員を目指す学生にとっても、到達度確認、知識・能力の証明となる。特に、中学校・高等学校のドイツ語科教育では、CEFRが学習到達目標設定の参考となるので、こうした機会を経験・活用してほしい。

授業計画

1週: 复習テスト
2週: 会話 Interviews beantworten
3週: Redewiedergabe
4週: Sich zu einem Bild auseinandersetzen
5週: Sich zu einem Thema auseinandersetzen
6週: Sich zu einem Text auseinandersetzen
7週: 速く理解 Satzbeginn beachten
8週: Satzende beachten
9週: Bedeutung von Schlüsselwörtern erkennen
10週: Informationen verstehen
11週: Schlüsselworter eng verbunden mit Zahlen
12週: Wortgruppenbildung
13週: Schlüsselworter einer Wortgruppe zuordnen
14週: 期末まとめ

この予定より変わる可能性あります。

成績評価方法

評価方法平常点25％、宿題25％、授業中の積極的な参加25％、毎月の発表会またはテスト25％になります。

授業に必ず出席すること。授業中の練習、トレーニングに積極的に参加すること。試験を受けること。

他に学習

授業で出る新しい単語、文法は自主的に復習して、聞き取りのページは各自週一で再び聞くようにしてください。ついでにNHKのドイツ語講座、ZDFのニュースなどをおすすめします。

その他事項

八割以上の授業に出席することが必要です。八割出席できない生徒は落第します。会話力の低い生徒は参加不可になります。最初の授業時に、リスニングと筆記のテストをします。これで6割の得点が出来ない場合は、出席不可になります。
授業の概要
Après visualisation et lecture des supports de cours, il sera chargé à l'étudiant de fournir un dossier d’au moins cinq pages et d’effectuer une présentation orale sur le sujet de son choix. La présentation devra durer au minimum 10 min.

科目目的・到達目標
L’objectif des cours de ce premier semestre est de présenter la culture populaire en France en se focalisant autant que possible sur l’exposition de supports écrits et audio-visuels et en accompagnant la présentation de sa contextualisation historique, et de son aura dans la société française actuelle.

授業計画
1 Quelques personnalités préférées des Français
2 Les expositions universelles en France
3 Objets inventés par des Français
4 Du mot à la lettre : l’Aéropostale française (Mermoz, Saint Exupéry…)
5 Les mots étrangers dans le français
6 Explorateurs et exploratrices français
7 La chanson en France
8 Les films en France
9 Le film d’animation en France
10 La bande dessinée française
11 Villes et villages dans l’histoire de France
12 Le Puy du Fou, simple attraction ou vision de la France ?
13 Le folklore en France (contes, légendes et mythes)
14 Présentation des étudiants

成績評価方法
Présence et participation en cours (60 %), présentation orale (20 %), dossier (20 %).

授業時間外の学習
Visionnage des extraits et lecture des textes distribués en classe, apprentissage du vocabulaire.

その他特記事項
Ce syllabus peut faire l’objet de modifications selon la vitesse de progression des étudiants.
Il s’agit d’utiliser l’image et le son pour transmettre à la fois l’imaginaire que les Français portent sur leur histoire, ainsi que découvrir un vocabulaire différent du quotidien.

Durant ce semestre, nous étudierons l’histoire de France par l’œil de la caméra cinématographique en privilégiant le regard de réalisateurs français. Ce support sera accompagné de textes d’historiens afin de compléter les sources voire de les rectifier.

1 Préhistoire et Antiquité (Jacques Malaterre, Ao, le dernier Néanderthal, Jean-Jacques Annaud, La Guerre du feu, Jacques Dorchmann, Vereingétorix, la légende du roi-druide...)
2 Moyen Age (Jean-Marie Poiré, Les Visiteurs, Alexandre Astier, Kaamelott (série), Alain Decaux, Les Cathares, Josée Dayan, Les Rois maudits (série 2005), ...)
3 La Renaissance (Luc Besson, Jeanne d’Arc, André Hunebelle, Le Miracle des loups, Jean Delannoy, Notre-Dame de Paris, Christian Jacque, François Ier, ...)
4 Le grand siècle (Maurice Cloche, Monsieur Vincent, André Hunebelle, Le Capitan, Bernard Borderie, Les Trois mousquetaires, Pierre Gaspard-Huit, Le Capitaine Fracasse, ...)
5 Les Lumières (Philippe de Broca, Le Bossu, Bertrand Tavernier, Que la fête commence..., Jacqueline Audry, Le Secret du chevalier d’Eon, Gabriel Aghion, Le Libertin, ...)
6 La Révolution (Robert Enrico/Richard T. Heffron, La Révolution française, Philippe de Broca, Chouans !, Henri Helman, Charlotte Corday, Benoît Jacquot, Sade)
7 Le premier Empire (Abel Gance, Austerlitz, Abdellatif Kechiche, Vénus noire, Laurent Boutonnat, Jacquou le Croquant, Antoine de Caunes, Monsieur N.)
8 La Monarchie de Juillet et République (Pitof, Vidocq, Diane Kurys, Les Enfants du siècle, Jean-Paul Rappeneau, Le Hussard sur le toit, Olivier Guignard, La Voilière aux enfants, ...)
9 Second Empire - Troisième République (Jean Delannoy, Bernadette, Bruno Nuytten, Camille Claudel, Roger Planchon, Lautrec, Claude Berri, Germinal, Alain Brunard, Pastor, ...)
10 Première Guerre mondiale (Alain Brunard, Marie Curie, une femme sur le front, Philippe Fourastié, La Bande à Bonnot, Alain Corneau, Fort Saganne, Jean-Jacques Annaud, La victoire en chantant, ...)
11 Belle Époque (Alexandre Arcady, Ce que le jour doit à la nuit, Christophe Barratier, Faubourg 36, Claude Goretta, Thérèse et Léon, Yves Boisset, L’Affaire Salengro, Olivier Dahan, La Môme)
12 Deuxième Guerre mondiale (Alain Resnais, Nuit et Brouillard, Rose Bosch, La Rafle, Fabrice Cazeneuve, Cigarettes et bas nylons, Gérard Oury, La Grande Vadrouille, Rachid Bouchareb, Indigènes, Claude Autant-Lara, La traversée de Paris)
13 Décolonisations (guerre d’Algérie, Vietnam) (Bertrand Tavernier, La Vie et rien d’autre, Régis Wargnier, Indochine, Jean-Jacques Annaud, L’Amant, ...)
14 Présentations orales des étudiants

Présence et participation en cours (60 %), présentations orales (20 %), dossier (20 %).

Tous les documents nécessaires au bon déroulement et à la compréhension du cours seront distribués sous format papier ou numérique.

Visionnage des extraits et lecture des textes distribués en classe, apprentissage du vocabulaire.

Ce syllabus peut faire l’objet de modifications selon la vitesse de progression des étudiants.
授業の概要
L'enseignant proposera diverses thématiques afin de mettre les étudiants dans des situations propices à la discussion de groupe ; cela lui permettra de mettre en pratique les connaissances théoriques qu'il a acquises (notions grammaticales, vocabulaires, etc.).

科目目的・到達目標
Durant ces deux semestres, nous apprendrons à écouter, décrypter et élaborer des discours. Dans la mesure du possible, nous chercherons à montrer aux étudiants les façons de dire une même chose dans des registres différents.

授業計画
Premier semestre
1 Présentation
2 Les registres de langue
3 Savoir s'expliquer : Où, quoi, quand, comment
4 Parlons grammaire (1) : Mais, où, et, donc, or, ni, car
5 Parlons grammaire (2) : A, Dans, Par, Pour, En, Vers, Avec, Sans, Sous, Entre, Derrière, Chez, De, Contre
6 Parlons grammaire (3) : Synonymes, antonymes, homonymes
7 Raconter une histoire : imparfait et passé composé
8 L'emploi des conditionnels
9 Décrire l'avenir : le futur proche et futur simple
10 Exprimer ses désirs
11 Résumer une histoire
12 Parler de ses centres d'intérêts
13 Les tics de langage : facile ou néfaste ?
14 Faisons un cadavre exquis !

Second semestre
1 Regarder la télé (1) Le dessin animé
2 Regarder la télé (2) Le film
3 Regarder la télé (3) Le documentaire
4 Regarder la télé (4) Le journal télévisé
5 Écouter la radio (1) : La chronique
6 Le français vulgaire : les insultes (1)
7 Le français familier : les insultes (2)
8 Le français familier : l'étonnement
9 Argumenter en français
10 Utiliser les pronoms pour éviter les répétitions
11 Théâtre (1) : Textes et répétitions
12 Théâtre (2) : Scène du groupe 1
13 Théâtre (3) : Scène du groupe 2
14 Bilan, discussion sur ce qui a été fait dans l'année

成績評価方法
Présence (40 %) et participation en cours (60 %)

アドバイス・参考文献等
Tous les documents nécessaires au bon déroulement et à la compréhension du cours seront distribués sous format papier ou numérique.

授業時間外の学習
Révision du vocabulaire et des formes grammaticales étudiées en classe

その他特記事項
Ce syllabus peut faire l'objet de modifications selon la vitesse de progression des étudiants.
科目名：コミュニケーション演習（2）
履修年度：2020 学期：通年
開講曜日時限：火3
配当年次：3・4年次配当

授業の概要
通常使われるフランス語が自分で作れるようになり、自分の意見を言えるようになることを目指します。

科目目的・到達目標
フランス語での表現能力を高めていくためのクラスです。またフランスやフランス語圏の様々な地域の文化を紹介します。

授業計画
ビデオ教材やプリントを使用します。
聴き取り力と表現力のレベルアップを図ります。
グループで作文や会話の練習をします。また映画を見ながら具体的な場面や表現・句を理解できるようにしていきます。テーマは漫画（Bande Dessinée）、美術、建築、食文化などを考えています。みなさんのおテーマに応じてビデオドキュメントも見ていきたいと思います。

第1回 présenation du cours
第2回 faire connaissance ... avec le sourire!
第3回 dialogues au téléphone
第4回 imaginer la suite
第5回 Jeu: Qui suis-je?
第6回 publicités
第7回 le Facteur Cheval
第8回 des goûts et des couleurs
第9回 souvenir d’enfance
第10回 raconte-moi une histoire!
第11回 le Japon est à la mode
第12回 discussion
第13回 exposés sur le thème qui vous plaît
第14回 bilan

第15回 régions de France ... et d’ailleurs
第16回 écrire une carte postale
第17回 jouer avec les mots
第18回 l’avenir
第19回 Astérix
第20回 les plus beaux villages de France
第21回 film L’Allée du Roi :
第22回 la vie de Françoise d’Aubigné
第23回 Automne
第24回 Chéri Samba
第25回 le viaduc de Millau
第26回 la France d’Outremer
第27回 le Nouvel An
第28回 bilan

成績評価方法
授業への参加と平常点：60%
期末試験：40%

アスキスト・参考文献等
プリントを配布します。

授業時間外の学習
毎回宿題を出すので、それに取り組むこと。また、復習を欠かさずにすること。

その他特記事項
授業への積極的な参加を重視します。
授業の概要
フランスに旅行に行った際に必ず出会うシーンでの会話（タクシーの予約、道の尋ね方、ホテルやレストランでの会話、お土産を買う等）やフランスで生活する際に必要な日常会話を学ぶと同時に、フランス文化にも触れてもらいます。会話の実践練習に特に力を入れます。皆さんは間違うことを恐れずに、できるだけ多く話して下さい。一つずつ一緒に直していきましょう。すでにフランスに行ったことがある学生さんは、フランスで経験したことを話してください。

科目目的・到達目標
日常生活で使う簡単な会話の習得

授業計画
前期
第1回: 自己紹介する。好きなことについて話す。
第2回: 過去のできごとを物語る。過去の復習。
第3回: 未来の長期的な計画について語る。未将来の復習。
第4回: カフェでの会話を学ぶ。会話の練習。
第5回: サンウッドでの会話を学ぶ。会話の練習。
第6回: タクシーを予約する。前置詞（deやà等）。
第7回: 昼食、夕食の会話を学ぶ。会話の練習。
第8回: パスや電車に乗る。動詞prendre。
第9回: ホテルでの会話を学ぶ。会話の練習。
第10回: ホストファミリー宅にて。日常生活に必要な会話。性質を表す形容詞。
第11回: アパートの構造（浴室、トイレ、キッチン）や設備（家具、シャワー、浴槽、インターネット）、眺めや立地条件について話す。

後期
第1回: 前期の復習
第2回: 市場やお店で買い物をする。
第3回: 銀行でお金を引き出す。
第4回: 比較する。amaño。量について話す。注文する。[文法] vouloirとその条件法。数、量の表現、冠詞、代名詞等
第5回: 友達との会話。趣味や好みについて話す。
第6回: 服装を選び、食事についての感想を言う。副詞、形容詞。
第7回: レストランでの会話。予約する。注文する。動詞vouloir。
第8回: 食事をする。フランス料理についての紹介
第9回: 観光をすることの会話。L'office du tourismeや旅行代理店で情報を求める。観光スポットに関する助言を求める。
第10回: 天気について話す。雨が降っている。条件法。
第11回: 动詞devoir、pouvoir、savoir。
第12回: 条件法。
第13回: 手紙を書く。感情を表す。意見を述べる。
第14回: 近接未来の復習。未来の計画について話す。

成績評価方法
授業での参加度（どれだけ発言したか）100%

授業時間外の学習
前週に習ったことを復習して授業に来てください。予習は必要ありません。

その他特記事項
■授業の工夫■
前週に習ったことを復習して授業に来てください。会話の授業なので、間違うことを恐れずに、できるだけ多く話してくださ

参考URL:
授業の概要
フランスに旅行に行った際に必ず出会うシーンでの会話（タクシーの予約、道の尋ね方、ホテルやレストランでの会話、お土産を買う等）やフランスで生活する際に必要な日常会話を学ぶと同時に、フランス文化にも触れてもらいます。会話の実践練習に特に力を入れます。皆さんは間違うことを恐れずに、できるだけ多く話して下さい。一つずつ一緒に直していきましょう。すでにフランスに行ったことがある学生さんは、フランスで経験したことを話してください。

科目目的・到達目標
日常生活で使う簡単な会話の習得

授業計画
前期
第1回: 自己紹介する。好き嫌いについて話す。
第2回: 過去のできごとを物語る。過去の復習。
第3回: 未来の長期的な計画について語る。未将来の復習。
第4回: カフェでの会話を学ぶ。会話の練習。
第5回: サンウッドでの会話を学ぶ。会話の練習。
第6回: タクシーを予約する。前置詞（deやà等）。
第7回: 昼食、夕食の会話を学ぶ。会話の練習。
第8回: パスや電車に乗る。動詞prendre。
第9回: ホテルでの会話を学ぶ。会話の練習。
第10回: ホストファミリー宅にて。日常生活に必要な会話。性質を表す形容詞。
第11回: アパートの構造（浴室、トイレ、キッチン）や設備（家具、シャワー、浴槽、インターネット）、眺めや立地条件について話す。

後期
第1回: 前期の復習
第2回: 市場やお店で買い物をする。
第3回: 銀行でお金を引き出す。
第4回: 比較する。amaño。量について話す。注文する。[文法] vouloirとその条件法。数、量の表現、冠詞、代名詞等
第5回: 友達との会話。趣味や好みについて話す。
第6回: 服装を選び、食事についての感想を言う。副詞、形容詞。
第7回: レストランでの会話。予約する。注文する。動詞vouloir。
第8回: 食事をする。フランス料理についての紹介
第9回: 観光をすることの会話。L'office du tourismeや旅行代理店で情報を求める。観光スポットに関する助言を求める。
第10回: 天気について話す。雨が降っている。条件法。
第11回: 动詞devoir、pouvoir、savoir。
第12回: 条件法。
第13回: 手紙を書く。感情を表す。意見を述べる。
第14回: 近接未来の復習。未来の計画について話す。

成績評価方法
授業での参加度（どれだけ発言したか）100%

授業時間外の学習
前週に習ったことを復習して授業に来てください。予習は必要ありません。

その他特記事項
■授業の工夫■
前週に習ったことを復習して授業に来てください。会話の授業なので、間違うことを恐れずに、できるだけ多く話してくださ

参考URL:
授業の概要
中国言語文化専攻の2年次以上の学生が履修できる科目です。後期設置科目の「中国語会話（1）B」とあわせて履修することが望まれます。勉強、趣味、仕事、交友、恋愛、インターネット、テレビや映画など日常触れる様々な場面、または、現代中国人の生活習慣と社会問題などを話題にすると、各種教材を用いて、「聞く」「話す」の反復練習を通し、その話題に関する常用表現を覚えています。また、習ったことを活かして、自分自身の経験や感想について発表してもらいます。発音と流暢さ及び内容の充実度を重視し、話したい内容（一定の量、例えば100〜200字前後）をはっきり伝えることを目標とします。なお、授業計画に挙げるテーマはあくまでも例示です。

科目目的・到達目標
「中国語（3）」と「中国言語文化基礎演習（2）」で養った「聞く」「話す」能力をさらに高めることを目標とします。

授業計画
1 授業の説明・導入
2 「知り合いになる」
3 「中国語学習歴を語る」
4 「家族について1」
5 「家族について2」
6 「インターネットについて1」
7 「インターネットについて2」
8 1回〜7回の確認テスト
9 「交友について1」
10 「交友について2」
11 「温泉旅行の話」
12 「趣味文を語る1」
13 「趣味文を語る2」
14 「夏休みの計画」

授業時間外の学習
授業後に学習した内容を必ず復習すること。また、口頭発表は発音と流暢さ及び内容の充実度を重視するのでよく準備したうえで授業に臨むこと。

その他特記事項
履修者が積極的に授業に参加し、中国語でコミュニケーションする力着実に伸ばしていくことを期待します。
科目名：中国語会話（1）A
履修年度：2020 学期：前期
開講曜日時限：月2
担当教員：張麗群
配当年次：2～4年次配当

授業の概要
中国語文化専攻の2年次以上の学生が履修できる科目です。後期設置科目の「中国語会話（1）B」とあわせて履修することが望まれます。趣味、学校生活、友達、余暇の過ごし方、料理、買物など、身近な話題を題材にする会話文や文章を使って、「話す、聴く、読む」などの練習を繰り替えながら、さまざまな会話表現や文法事項を習います。さらに、習ったことを活かして、自分自身のことについて表現ができるように練習します。

科目目的・到達目標
「中国語（3）」と「中国語文化基礎演習（2）」で養った「聞く」「話す」能力をさらに高める目標をします。

授業計画
第1回 授業の説明・導入
第2回「趣味」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第3回「趣味」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第4回「学校生活」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第5回「学校生活」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第6回「友達」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第7回「友達」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第8回「余暇の過ごし方」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第9回「余暇の過ごし方」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第10回「料理」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第11回「料理」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第12回「買い物」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第13回「買い物」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第14回 総括・まとめ

授業時間外の学習
授業前に新出語句の意味を調べておきましょう。
授業後には予習、授業後には復習を必ずしましょう。

成績評価方法
（出席を含む）平常点40％ 小テスト（暗唱・筆記）60％
出席率が70％に満たない者はE判定とする。

テキスト・参考文献等
プリント教材を配付します。

その他特記事項
中国語によるコミュニケーション能力を着実に伸ばしていくためには、たくさん覚えること、たくさん練習することが不可欠です。ぜひ積極的に授業に参加し、正確かつ自然な中国語を身につけましょう。
科目名： 中国語会話（1）B
履修年度： 2020  学期：後期
開講曜日時限： 月2
配当年次： 2〜4年次配当

授業の概要
中国言語文化専攻の2年次以上の学生が履修できる科目です。後期設置科目の「中国語会話（1）A」とあわせて履修することが望まれます。勉強、趣味、仕事、交友、恋愛、インターネット、テレビや映画など日常触れる様々な場面、または、現代中国人の生活習慣と社会問題などを話題にする文章や視聴覚教材を用いて、「聞く」「話す」の反復練習を通し、その話題に関する常用表現を覚えています。また、習ったことを活かして、自身の経験や感想について発表してもらいます。発音と流暢さ及び内容の充実度を重視し、言いたい内容（一定の量、例えば100〜200字前後）をはっきり伝えることを目標とします。なお、授業計画に挙げるテーマはあくまでも例示です。

授業計画

授業の説明・導入
「パーティーに行く」
「映画・テレビについて1」
「映画・テレビについて2」
「恋愛について語る」
「私の宝物1」
「私の宝物2」
「冬休みの計画」
「新年の抱負1」
「試験準備について語る」

授業の後に学習した内容を必ず復習すること。また、口頭発表は発音と流暢さ及び内容の充実度を重視するのでよく準備したうえで授業に臨むこと。

その他特記事項
履修者が積極的に授業に参加し、中国語でコミュニケーションする力を着実に伸ばしていくことを期待します。
科目名：中国語会話（1）B  担当教員：張麗群
履修年度：2020  学期：後期  開講曜日時限：月2  配当年次：2〜4年次配当
参考URL：

履修条件・関連科目

授業の概要
中国言語文化専攻の2年次以上の学生が履修できる科目です。前期設置科目の「中国語会話（1）A」とあわせて履修することが望まれます。
旅行や留学、乗り物、食べ物、中国人の習慣、将来の夢など、身近な話題を題材にする会話文や文章を使って、「話す、聴く、訳す」などの練習を繰り替えながら、さまざまな会話表現や文法事項を習います。さらに、習ったことを活かして、自分自身のことについて表現できるように練習します。

科目目的・到達目標
「中国語（3）」と「中国言語文化基礎演習（2）」で養った「聞く」「話す」能力をさらに高めることを目標とします。

授業計画
第1回 授業の説明・導入
第2回 「旅行や留学」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第3回 「旅行や留学」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第4回 「乗り物」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第5回 「乗り物」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第6回 「食べ物」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第7回 「食べ物」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第8回 「お洒落について」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第9回 「お洒落について」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第10回 「中国人の習慣」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第11回 「中国人の習慣」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第12回 「将来の夢」 語彙、会話文、文法事項などを導入しながら応用（会話）練習をする。
第13回 「将来の夢」 語彙、本文、文法事項などを導入しながら応用（会話）練習をする。
第14回 総括・まとめ

上記はおおよその目安です。実際の進度は、履修者の授業に対する取り組み方を含め、授業の展開を左右する諸条件によって変動することがあります。また、会話文の暗唱と二課ごとに確認テストを行うため、多少ずれが生じる可能性もあります。

成績評価方法
（出席を含む）平常点40％ 小テスト（暗唱・筆記）60％
出席率が70％に満たない者、小テストを受けない者はE判定とする。

テキスト・参考文献等
プリント教材を配付します。

授業時間外の学習
授業前に新出語句の意味を調べておきましょう。
授業後には予習、授業後は復習を必ずしましょう。

その他特記事項
中国語によるコミュニケーション能力を着実に伸ばしていくためには、たくさん覚えること、たくさん練習することが不可欠です。ぜひ積極的に授業に参加し、正確かつ自然な中国語を身につけましょう。
科目名: 中国語会話(2)A
履修年度: 2020 学期: 前期
担当教員: 趙 暉
開講曜日時限: 火1
配当年次: 2〜4年次配当

<table>
<thead>
<tr>
<th>履修条件・関連科目等</th>
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授業の概要
中国語言語会話の2年次以上の学生が履修できる科目です。後期設置科目の「中国語会話（2）B」とあわせて履修することが望まれます。この授業では、会話能力を高めるために、耳で聞く→理解する→答を想起する→口で発音する（表現する）という一連の動作がよりスムーズに行われるように練習します。教科書の内容と表現による聞き取り練習・応答練習を基本に掲げて、内容的にも表現的にもより高度な会話が展開できるようになることを目指します。

科目目的・到達目標
中国語会話（1）での学習を発展させて、相手の言っていることをより正確に聞き取り、よりふさわしい応答ができるように訓練し、中国語で会話する能力を高めることが。

授業計画
1. 授業に関する説明
2. 第一課 外国の祭日/課文・単語・要点
3. 第一課 練習・朗読
4. 第二課 ストレートな物の言い方/課文・単語・要点
5. 第二課 練習・朗読
6. 第三課 大学生の軍事訓練/課文・単語・要点
7. 第三課 練習・朗読
8. 第四課 レストラン/課文・単語・要点
9. 第四課 練習・朗読
10. 第五課 母親と息子/課文・単語・要点
11. 第五課 練習・朗読
12. 第六課 病人の付き添い/課文・単語・要点
13. 第六課 練習・朗読
14. 総括・まとめ

授業計画：上記はおおよその目安です。実際の進度は、履修者の授業に対する取り組み方を含め、授業の展開を左右する諸条件によって変動することがあります。また、履修者の理解・消化の度合いを見ながら、一部教材を削り替えたしたり柔軟に対応することも考えられます。

成績評価方法
試験70％、平常点30％。

テキスト・参考文献等
テキスト：黄漢青・杉野元子著『大学生のための現代中国12話 ④』白帝社
辞書：『日中辞典』と『中日辞典』又は電子辞書。

授業時間外の学習
授業には前の回に習った語句を覚えた上で出席すること。また、授業の後に学習した内容を必ず復習すること。

その他特記事項
中国語を聞くこと話すことに強い意欲を持ち、積極的に授業に参加する人を歓迎します。辞書を持参し授業に参加して下さい。
科目名: 中国語会話（2）A
履修年度: 2020 学期: 前期
開講曜日時限: 月4
担当教員: 張 麗群
配当年次: 2〜4年次配当

参考URL:
授業の概要
中国言語文化専攻の2年次以上の学生が履修できる科目です。後期設置科目の「中国語会話（2）B」とあわせて履修することが望まれます。
この授業では、教科書の内容や要点を使って、「聴く、話す」などの練習を繰り替えながら、さまざまな文法事項や会話表現を習います。さらに、習ったことを活かして、より高度な会話が展開できるように練習します。

科目目的・到達目標
中国語会話（1）で習った表現などを定着させながら、より高度なリスニング能力や会話能力を高めることを目指します。

授業計画
1 授業に関する説明
2 第一課 課文・単語・要点
3 第一課 練習
4 第二課 課文・単語・要点
5 第二課 練習
6 第三課 課文・単語・要点
7 第三課 練習
8 第四課 課文・単語・要点
9 第四課 練習
10 第五課 課文・単語・要点
11 第五課 練習
12 第六課 課文・単語・要点
13 第六課 練習
14 総括・まとめ
上記はおおよその目安です。実際の進度は、履修者の授業に対する取り組み方を含め、授業の展開を左右する諸条件によって変動することがあります。また、二課ごとに確認テストを行うため、多少ずれが生じる可能性もあります。

成績評価方法
(出席を含む)平常点40％ 小テスト60％
出席率が70％に満たない者は、小テストを受けない者はE判定とする。

テキスト・参考文献等
黄漢青・杉野元子著『大学生のための現代中国12話・Ⅳ』白帝社

授業時間外の学習
授業前には予習、授業後には復習を必ずしましょう。

その他特記事項
積極的に授業に参加し、中国語の聞く、話す力を身につけたい人を歓迎します。
授業の概要

中国言語文化専攻の2年次以上の学生が履修できる科目です。前期設置科目の「中国語会話（2）A」とあわせて履修することが望まれます。
この授業では、会話能力を高めるために、耳で聞く→理解する→答を想起する→口で発音する（表現する）という一連の動作がよりスムーズに行われるように練習します。教科書の内容と表現による聞き取り練習・応答練習を基本に据えて、内容的にも表現的にもより高度な会話が展開できるようになることを目指します。

授業計画

1 授業に関する説明
2 第七課 ビザ/課文・単語・要点
3 第七課 練習・朗読
4 第八課 待遇/課文・単語・要点
5 第八課 練習・朗読
6 第九課 北京の空/課文・単語・要点
7 第九課 練習・朗読
8 第十課 ボーイフレンド/課文・単語・要点
9 第十課 練習・朗読
10 第十一課 外国の不思議な食事/課文・単語・要点
11 第十一課 練習・朗読
12 第十二課 ベートーヴェンと京劇の模範劇/課文・単語・要点
13 第十二課 練習・朗読
14 総括・まとめ

授業計画はおおよその目安です。実際の進度は、履修者の授業に対する取り組み方を含め、授業の展開を左右する諸条件によって変動することがあります。また、履修者の理解・消化の度合いを見ながら、一部教材を割愛したり差し替えたりして柔軟に対応することも考えられます。

成績評価方法

試験70%、平常点30%。

テキスト・参考文献等

テキスト：黄漢青・杉野元子著『大学生のための現代中国12話 ①』白帝社
辞書：『日中辞典』と『中日辞典』又は電子辞書。

授業時間外の学習

授業には前の回に習った語句を覚えた上で出席すること。また、授業の後に学習した内容を必ず復習すること。

その他記事項

中国語を聞くこと話すことにある意欲を持ち、積極的に授業に参加する人を歓迎します。辞書を持参して授業に参加して下さい。
授業の概要
中国語文化専攻の2年次以上の学生が履修できる科目です。前期設置科目の「中国語会話（2）A」とあわせて履修することが望まれます。
この授業では、教科書の内容や要点を使って、「聴く、話す」などの練習を繰り替えながら、さまざまな文法事項や会話表現を習います。さらに、習ったことを活かして、より高度な会話が展開できるように練習します。

科目目的・到達目標
中国語会話（1）で習った表現などを定着させながら、より高度なリスニング能力や会話能力を高めることを目指します。

授業計画
1 授業に関する説明
2 第七課 課文・単語・要点
3 第七課 練習
4 第八課 課文・単語・要点
5 第八課 練習
6 第九課 課文・単語・要点
7 第九課 練習
8 第十課 課文・単語・要点
9 第十課 練習
10 第十一課 課文・単語・要点
11 第十一課 練習
12 第十二課 課文・単語・要点
13 第十二課 練習
14 総括・まとめ

上記はおおよその目安です。実際の進度は、履修者の授業に対する取り組み方を含め、授業の展開を左右する諸条件によって変動することがあります。また、二課ごとに確認テストを行うため、多少ずれが生じる可能性もあります。

成績評価方法
（出席を含む）平常点40％ 小テスト60％
出席率が70％に満たない者、小テストを受けない者はE判定とする。

テキスト・参考文献等
黄漢青・杉野元子著『大学生のための現代中国12話・IV』白帝社

授業時間外の学習
授業前には予習、授業後には復習を必ずしましょう。

その他特記事項
積極的に授業に参加し、中国語の聞く、話す力を身につけたい人を歓迎します。
科目名：中国語会話(3)A／当代中国和日本(1)[中国語で学ぶ日本と中国(1)]
履修年度：2020 学期：前期 開講曜日時限：水5 配当年次：2～4年次配当
担当教員：陳英招

授業の概要
中国語のみを用いて行う授業です。後期設置科目の「中国語会話(3)B」もしくは「当代中国和日本(2)[中国語で学ぶ日本と中国(2)]」とあわせて履修することが望まれます。
現代の中国と日本に関するさまざまなテーマについて、担当教員が中国語で話します。履修者は、話を聞き、その内容について、主として口頭により、時には書面により、考えを述べます。なお、授業計画に挙げるテーマはあくまでも例示です。

科目目的・到達目標
中国語による口頭での意見交換を中心に、作文練習などを取り入れて、中国語の総合的運用能力を高めるとともに、現代の中国の国情や日本との関係などに関する理解を深めること。

授業計画
1 授業に関する説明
2 中国の政治体制
3 中国の立法制度
4 中国の司法制度
5 中国の行政制度
6 中国の軍事制度
7 中国の対外関係
8 中国の経済事情
9 中国の人口問題
10 中国の環境問題
11 中国の民族
12 中国の宗教
13 中国と台湾
14 総括・まとめ

成績評価方法
期末試験の成績60％、受講態度等の平常点40％。

テキスト・参考文献等
授業において指示します。

授業時間外の学習
授業には前の回に習った語句を覚えた上で出席すること。また、授業の後に学習した内容を復習すること。

その他特記事項
担当教員は中国語で授業を行い、履修者には中国語での発言や作文を求めるので、自分の実力をよく考えて履修すること。
科目名：中国語会話（3）B／当代中国和日本（2）[中国語で学ぶ日本と中国（2）]

履修年度：2020 学期：後期 開講曜日時限：水5 配当年次：2～4年次配当

担当教員：陳 英招

参考URL：

履修条件・関連科目等

授業の概要
中国語のみを用いて行う授業です。前期設置科目の「中国語会話（3）A」もしくは「当代中国和日本（1）[中国語で学ぶ日本と中国（1）]」と合わせて履修することが望まれます。
現代の中国と日本に関するさまざまなテーマについて、担当教員が中国語で話します。履修者は、話を聞き、その内容について、主として口頭により、時には書面により、考えを述べます。なお、授業計画に挙げるテーマはあくまでも例示です。

授業目的・到達目標
中国語による口頭での意見交換を中心に、作文練習なども取り入れて、中国語の総合的运用能力を高めるとともに、現代の中国の国情や日本との関係などに関する理解を深めること。

授業計画
1 授業に関する説明
2 華僑・華人
3 中国と日本の住民登録制度
4 中国と日本の新報事情
5 中国と日本の出版事情
6 中国と日本のテレビ・ラジオ事情
7 中国と日本のインターネット事情
8 中国と日本の初等教育
9 中国と日本の中等教育
10 中国と日本の高等教育
11 中国と日本の20世紀
12 中国人の日本観
13 日本人の中国観
14 総括・まとめ

成績評価方法
期末試験の成績60%、受講態度等の平常点40%。

テキスト・参考文献等
授業において指示します。

授業時間外の学習
授業には前の回に習った語句を覚えた上で出席すること。また、授業の後に学習した内容を復習すること。

その他特記事項
担当教員は中国語で授業を行い、履修者には中国語での発言や作文を求めるので、自分の実力をよく考えて履修すること。
科目名：出國留學漢語培訓（1）[留學のための中国語（1）]
担当教員：沈麗華
履修年度：2020 学期：前期
開講曜日時限：火5
配当年次：1～4年次配当

履修条件・関連科目等
中国語圏からの留学生の履修は認めない。

授業の概要
この授業はHSK5級および6級の受験合格に向けたトレーニングを行う。また、留学生活に必要な日常生活会話を鍛え、同時に中国の風習・習慣や生活様式に関する知識を身につけられる。語学の学習は、単に発音や単語の習得、文法の理解のみでは深まらない。すなわち、その国の歴史や風俗、習慣や生活様式など、いわゆる「文化」の理解を有機的に組み合わせることによって言語の習得は促進される。本授業では、中国語学習の初級課程を一通り終えた人を対象に、中国の歴史・文化についての理解を深めながら、読解力、コミュニケーション能力を総合的向上をめざす。

授業計画
1. オリエンテーション
2. 第一課 選修漢語課
3. 第二課 自我介紹
4. 第三課 中国留学生
5. 第四課 梅雨季節
6. 第五課 我得打工
7. 第六課 中国短期留学
8. 第七課 給中國老師的一封信
9. 第八課 包紗子
10. 第九課 李強講的笑話
11. 第十課 富士山遊記
12. 結句二音
13. 成語故事（1）拔苗助長
14. 成語故事（2）井底之蛙

成績評価方法
授業への出席状況、授業中の小ドリル、期末試験を総合して評価する。期末試験が合格点でも、出席の満たない学生には単位を出さない。
平常点評価：30%  習得結果の確認のために、練習問題の作成と書き取りを実施する。
試験評価：70%  理解力と表現力を確認する。

テキスト・参考文献等
＜テキスト＞
『中国語デイリーライフ』読解と会話 範建明・沈麗華・張仕英 著 朝日出版社
＜参考文献＞
『漢語水平考試 模擬試驗問題集』 華語文化出版社
『聴読中国語』HSK大網準拠 津田量 著 株式会社 ナガセ

授業時間外の学習
語学の習得には毎日の予習復習が大切である。週1回の授業であるから、授業にはできる限り出席することはもちろん、授業日以外の日にも予習復習に心がけて欲しい。
指示にしたがって予習・復習をしっかり行い、家庭での学習に十分な時間を割くようにしてください。

その他特記事項
履修年度：2020 科目名：出国留学漢語培訓（2）
開講曜日時限：火5
担当教員：沈 麗華
配当年次：1～4年次配当

履修条件・関連科目等
中国語圏からの留学生の履修は認めない。

授業の概要
この授業はHSK5級および6級の受験合格に向けたトレーニングを行う。また、留学生活に必要な日常会話を鍛えると同時に、
中国の風習・習慣や生活様式に関する知識を身につける。

授業計画
1. オリエンテーション
2. 第一課 列車大提速
3. 第二課 上網
4. 第三課 假日大休假
5. 第四課 黄河大江！
6. 第五課 「上帝」告别忍耐
7. 第六課 下岗
8. 第七課 当代大学生
9. 第八課 甲A熱浪
10. 第九課 金街「王府井」
11. 第十課 休闲
12. 第十一課 老龄社会
13. 第十二課 北京申奥
14. まとめと発表

成績評価方法
授業への出席状況、授業中の小ドリル、期末試験を総合して評価する。期末試験が合格点でも、出席の満たない学生には単位
を出さない。
平常点評価：30% 習得結果の確認のために、練習問題の作成と書き取りを実施する。
試験評価：70% 理解力と表現力を確認する。

成績評価方法
授業への出席状況、授業中の小ドリル、期末試験を総合して評価する。期末試験が合格点でも、出席の満たない学生には単位
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語学の習得には毎日の予習復習が大切である。週1回の授業であるから、授業にはできる限り出席することはもちろん、授業
日以外の日にも予習復習に心がけて欲しい。
指示にしたがって予習・復習をしっかり行い、家庭での学習に十分な時間を持ちながら行ってください。

その他特記事項
授業の概要
語学の学習は、単に発音や単語の習得、文法の理解のみでは深まるしない。すなわち、その国の歴史や風俗、習慣や生活様式など、いわゆる「文化」の理解と有機的に組み合わせることによって言語の習得は促進される。本授業では、中国語学習の初級課程を通り終わった者を対象に、中国の歴史・文化についての理解を深めながら、読解力、コミュニケーション能力の総合的向上をめざす。授業は中国語ネイティブの教員が担当し、会話中心の練習を行い、内容の聴取取り、受け答え練習、慣用句の書き取りも行う。また、授業の内容に合わせてDVDを使用する。

授業計画
1.オリエンテーション
春の目覚め ～発音のリハビリ～ 孟浩然 「春暁」
ルート1 夕ゆらぎ
2.第一課 周庄 ～水郷の町～ 杜牧 「江南春」
3.第二課 西湖 ～白蛇の伝説～ 蘇轼 「春暁」
4.第三課 寒山寺 ～古刹の鐘声～ 張継 「枫橋夜泊」
5.第四課 慈政院 ～太湖石の魅力～ 白居易 「憶江南」
ルート2 古都西安
6.第五課 大雁塔 ～三蔵法師の偉業～ 李白 「子夜吴歌」
7.第六課 兴庆公園 ～剣客強き雄も～ 李白 「子夜吳歌」
8.第七課 华清池 ～玄宗と楊貴妃～ 杜甫 「春望」
9.第八課 兵馬俑坑 ～始皇帝の夢想～
ルート3 三国志の舞台
10.第九課 赤壁 ～三国時代の古戦場～ 杜牧 「赤壁」
11.第十課 白帝城 ～劉備臨終の地～ 李白 「早遊白帝城」
12.第十一課 武侯祠 ～諸葛亮の人気～ 杜甫 「蜀相」
13.第十二課 杜甫草堂 ～役人としての杜甫～ 杜甫 「登楼」
14.総括

授業時間外の学習
語学の習得には毎日の予習復習が大切である。週1回の授業であるから、授業にはできる限り出席することはもちろん、授業日以外の日にも予習復習に心がけて欲しい。指示にしたがって予習・復習をしっかり行い、家庭での学習に十分な時間を割くようにしてください。
授業概要

語学の学習は、単に発音や単語の習得、文法の理解のみでは深まらない。すなわち、その国の歴史や風俗、習慣や生活様式など、いわゆる「文化」の理解と有機的に組み合わせることによって言語の習得は促進される。本授業では、中国語学習の初級課程を一通り終えた人を対象に、中国の歴史・文化についての理解を深めながら、読解力、コミュニケーション能力の総合的向上をめざす。

授業は中国語ネイティブの教員が担当し、会話中心の練習を行い、内容の聴き取り、受け答え練習、慣用語句の書き取りも行う。また、授業の内容に合わせてDVDを使用する。

科目目的・到達目標

1年次に「中国語（1）（2）」、2年次に「中国語（3）〜（6）」1コマ以上を履修した学生（またはそれと同等の中国語能力を有する学生）を対象とする科目。

現代中国事情を題材にして、中国文化についての理解を深めながら、コミュニケーション能力の総合的向上を目指す。

中国語で簡単な会話が出来、簡単な作文も出来る。

日本語・英語圏とは異質な概念を知り、自己の思考の相対化を図ることができるようする。

授業計画

1. オリエンテーション
2. 第一課 去便利店
3. 第二課 買単
4. 第三課 黄金周
5. 第四課 選択
6. 第五課 買り倉庫
7. 第六課 貴族学校
8. 第七課 高校
9. 第八課 去食堂
10. 第九課 清仏
11. 第十課 上班
12. 第十一課 当兵
13. 第十二課 移民
14. 総括

授業時間外の学習

語学の習得には毎日の予習復習が大切である。週1回の授業であるから、授業にはできる限り出席することはもちろん、授業日以外の日にも予習復習に心掛けて欲しい。

指示にしたがって予習・復習をしっかり行い、家庭での学習に十分な時間を割くようにしてください。

その他特記事項
履修年度：2020学期：前期
開講曜日時限：金5
配当年次：1〜4年次配当

教員名：シュミット マリア ガブリエラ

施設年度：2020

科目名：Landeskunde: Deutschland und Japan (1)

科目目的・到達目標
Das Ziel dieses Unterrichts ist es, sich mit Themen der Landeskunde zu deutschsprachigen Ländern sowie zu Japan zu beschäftigen. Die gewählten Themen zur deutschen und japanischen Lebenswelt, Sprache, Kultur, Gesellschaft, Geschichte, Wirtschaft usw. werden primär aus diesen beiden Länder-Perspektiven beleuchtet, d. h. durch Informationen sammeln, vergleichen, analysieren und reflektieren. Ergänzend wird auf interkulturelle Konzepte eingegangen.

授業計画
1. Einführung in das Thema Sprache und Kultur, Interkultur
2. Deutsche Sprache, deutsche Kultur und die deutschsprachigen Länder
3. Japan: das Land, die Sprache, die Kultur
4. Alltag in deutschsprachigen Ländern
5. Alltag in Japan
6. Sport in deutschsprachigen Ländern: Fussball
7. Sport in Japan: Baseball und Fussball
8. Erziehung in deutschsprachigen Ländern
9. Erziehung in Japan
10. Tourismus in deutschsprachigen Ländern
11. Tourismus in Japan
12. Freizeit in deutschsprachigen Ländern
13. Freizeit in Japan
14. Präsentation

授業時間外の学習
Es gibt zahlreiche Möglichkeiten des Selbststudiums. Zunächst werden die folgenden empfohlen:

1. Goethe Institut, OeSDのテストサイトを練習すること。
2. Deutsche WelleのPodcastを使ってリスニングの練習すること。

他の特記事項
Das Niveau zielt auf A2 / B1 nach dem Gemeinsamen Europäischen Referenzrahmen.
科目名：Landeskunde: Deutschland und Japan（2）[ドイツと日本の現代事情（2）]

担当教員：シュミット マリア ガブリエラ

履修年度：2020 学期：後期 開講曜日時限：金5 配当年次：1～4年次配当

授業の概要


授業目的・到達目標


授業計画

(1) Sprache, Kultur und interkulturelle Kommunikation
(2) Deutschsprachige Kunst
(3) Kunst in Japan
(4) Zeichentrick, Comic und Mangas in deutschsprachigen Laendern
(5) Manga-Kultur und Japan
(6) Essen und Trinken in deutschsprachigen Laendern
(7) Esskultur in Japan
(8) Was ist ‘common sense’?
(9) Feste und Feiertage in deutschsprachigen Laendern
(10) Feste und Feiertage in Japan
(11) Regeln im Alltag in deutschsprachigen Laendern
(12) Regeln im Alltag in Japan
(13) eigene Erfahrungen reflektieren lernen
(14) Praesentation

この予定より変る可能性があります。

成績評価方法

Aktive Mitarbeit, Referate, Praesentationen, Projektarbeit

平常点40%、レポート30%、口頭発表30%

テキスト・参考文献等


その他：Text, Video, Audio, DVD, Internet, Bilder, Musik etc.

レジュメ等の配布予定。必要に応じて参考文献等を指示します。

授業時間外の学習

Es gibt zahlreiche Moglichkeiten des Selbststudiums. Zunaechst werden die folgenden empfohlen:

謡を楽しみしている人々文化的：ドイツと日本のニュースを読むこと。（ARD, ZDF, Deutsche Welle, NHK, Die Zeitなど）異文化についてのドイツ語と日本語の本を読むこと。

言語的：Goethe Institut, OeSDのテストサイトを練習すること。

Deutsche Welleのpodcastを使ってリスニングの練習すること。

授業の日時をじゅうぶんに使います。自習の日記・リポートを書いて出すこと。

その他特記事項

Das Niveau zielt auf A2 / B1 nach dem Gemeinsamen Europäischen Referenzrahmen.

2020年度中央大学講義要項
履修者のドイツ語レベルは、CEFR（外国語の学習、教授、評価のためのヨーロッパ共通参照枠）の共通参照レベルA2とレベルB1程度、または独検（ドイツ語技能検定試験）2級程度が望ましい。不明な点は、担当教員に問い合わせること。
**Course Objective**

Kulturerbe als Beute?

**Beutekunst: Raub und Restitution von Kulturgütern in und nach dem Zweiten Weltkrieg**

**Outline**


**Schedule**

1. Unterrichtseinheit (UE): Allgemeine Informationen zum Programm
2. UE: Der Prager Kunstraub 1648 von der schwedischen Armee unter General Königsmarck
3. UE: Der Kunstraub in historischen Beispielen: Ausstattung des Markusdoms in Venedig als Beute des vierten Kreuzzugs
4. UE: Napoleons Konfiszierungen in Italien und die europäischen Folgen
5. UE: Napoleons Konfiszierungen in Deutschland um 1800
6. UE: Die Haager Konvention zum Schutz von Kulturgut bei bewaffneten Konflikten
7. UE: Der NS-Kunstraub: Das „Führermuseum“ in Linz
8. UE: Der NS-Kunstraub: Die Sammlung Hermann Görings
9. UE: Kunsthändel in der NS-Zeit. Der Fall Gurlitt (I)
10. UE: Kulturgut aus jüdischem Besitz von 1933 bis heute
11. UE: Das Washingtoner Abkommen zur Regelung von Fragen der Entschädigung und Restitution für Opfer des Nationalsozialismus
12. UE: Der Fall Gurlitt (II)
13. UE: Restitution: Warum es so wenige Rückgaben gibt
14. UE: Konklusion.

**Evaluation Method**

Active participation in the lecture (only 3 absences will be excused)

Good preparation for the course. 2 seminars per semester.

**Text References**

Materials are provided for preparation for the lecture.

**Other Important Notes**

For preparation for the lecture, materials are prepared in advance.

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2020 年度中央大学講義要項
授業の概要

"Beutekunst" は、2000年以前に生じた現象に限定されることなく、アンティーク経済と強勢者の間で戦争の産物である文化財をsensorで扱う問題があること。2000年から2004年までの数々の戦争とその後の休戦に至るまで、多くの文化財が生まれたことが知られている。しかし、これらの文化財は、戦争中の破壊やその後の戦争による破壊などが原因で、多くの文化財は破壊されている。それらは、戦争の状況によらず、生じた問題であり、多くの文化財が生まれたことが知られている。

授業計画

Schedule
1. Unterrichtseinheit (UE): Allgemeine Informationen zum Programm des Wintersemesters
2. UE: Beutekunst in Russland: Die sowjetische Trophäenkommission 1945-1947
3. UE: Restitution der in der Sowjetunion gelagerten Bilder der Dresdner Gemäldegalerie 1955
5. UE: Geheimlager der Beutekunst: Das Moskauer Puschkin-Museum
6. UE: Der Schatz des Pianos
7. UE: Beutekunst in Polen: Die „Berlinka“ in Krakau
8. UE: Provenienzforschung: Chancen und Probleme
9. UE: Das Bernsteinzimmer im Katharinenpalast von Zarskoje Selo
10. UE: Der Streit um die Herausgabe des Welfenschatzes durch die Stiftung Preußischer Kulturbesitz
11. UE: Das Wiener Leopold Museum und die Schwächen im Restitutionsgesetz
12. UE: Der Fall Gurlitt (III)
13. UE: Restitution: Warum es so wenige Rückgaben gibt
14. UE: Konklusion.

成績評価方法

Aktive Teilnahme am Unterricht (nur 3 Fehlzeiten werden entschuldigt)
Gute Vorbereitung auf das Thema. 2 Referate im Jahr

Das Lehrmaterial wird von mir bereitgestellt. Es brauchen keine Textbücher gekauft zu werden.

著者による学習 lux

授業計画

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著者による学習 lux

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著者による学習 lux

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著者による学習 lux

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14. UE: Konklusion.

著者による学習 lux
履修年度：2020 学期：前期 開講曜日時限：木4 配当年次：1～4年次配当

授業の概要
いろいろなジャンルのテキストを元にして読解しながら、内容を理解し、書き方のスタイルを区別できるようにする。

授業計画

<table>
<thead>
<tr>
<th>週</th>
<th>Einstufungstest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1週</td>
<td>Verschiedene Erzählformen, Märchen: Sterntaler (Grimm)</td>
</tr>
<tr>
<td>3週</td>
<td>Vokabeln, Textverständnis</td>
</tr>
<tr>
<td>4週</td>
<td>Verschiedene Erzählformen: Die kleine Ida (Erich Kästner)</td>
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<tr>
<td>5週</td>
<td>Vokabeln, Textverständnis</td>
</tr>
<tr>
<td>6週</td>
<td>Gedanken austausch zum Thema</td>
</tr>
<tr>
<td>7週</td>
<td>Rätsel Lebewesen: Und die Ideen? (Peter Bichsel)</td>
</tr>
<tr>
<td>8週</td>
<td>Vokabeln, Textverständnis</td>
</tr>
<tr>
<td>9週</td>
<td>Meinungaustausch</td>
</tr>
<tr>
<td>10週</td>
<td>Neugier und Entdeckung: Relativitätstheorie mit Wurst und Käse (Ulrich Schnabel)</td>
</tr>
<tr>
<td>11週</td>
<td>Vokabeln, Textverständnis, erster Teil</td>
</tr>
<tr>
<td>12週</td>
<td>Vokabeln, Textverständnis, zweiter Teil</td>
</tr>
<tr>
<td>13週</td>
<td>Themenhinterfragung, Diskussion</td>
</tr>
<tr>
<td>14週</td>
<td>Lebensseinsicht: Parabel, Das vergebliche Suchen (Martin Buber)</td>
</tr>
</tbody>
</table>

成績評価方法

成績評価方法は平常点25％、宿題25％、授業中の積極的な参加25％、調べ学習25％になります。

授業時間外の学習

自主的に単語を復習しておくこと。課題について考えること。

参考URL:
授業の概要
Horizonteという本を基準にして、身近なことから地球規模の問題まで何かを感じ取り、視野を広げてもらうためにさまざまな領域からテキストを集めた本を読ます。ドイツ語の規則、論理、表現パターンを復習しながら、意味内容を理解し、それに対して自分の考えを言語化すること。この本は、文法を一通り学び終えた人を対象に（ドイツ語を通じて何かに気づき考えてももらう）ことを目的とします。

この本は、文法を一通り学び終えた人を対象に、（ドイツ語を通じて何かに気づき考えてももらう）ことを目的として考えています。

履修条件・関連科目等
ドイツ語力がB1レベルに達していることが望ましい。A2レベルの場合は参加の可否につき面談する。

科目目的・到達目標
Horizonteという本を基準にして、身近なことから地球規模の問題まで何かを感じ取り視野を広げてもらうためにさまざまな領域からテキストを集めた本を読ます。ドイツ語の規則、論理、表現パターンを復習しながら、意味内容を理解し、それに対して自分の考えを言語化すること。この本は、文法を一通り学び終えた人を対象に（ドイツ語を通じて何かに気づき考えてもらう）ことを目的とします。

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その他特記事項
履修者のドイツ語レベルは、CEFR(外国語の学習、教授、評価のためのヨーロッパ共通参照枠)の共通参照レベルB1程度、または独検（ドイツ語技能検定試験）2級が望ましい。不明な点は、担当教員に問い合わせること。
科目名: Lektüre-Kurs für Fortgeschrittene (2) [ハイレベル・ドイツ語読解 (2)]

履修年度: 2020 学期: 後期
関講曜日時限: 木4 配当年次: 1～4年次配当

参考URL:

履修条件・関連科目等

ドイツ語力がB1レベルに達していることが望ましい。A2レベルの場合は参加の可否につき面談する。

授業の概要

いろいろなジャンルのテキストを元にして読解しながら、内容を理解し、書き方のスタイルを区別できるようにする。

科目目的・到達目標

Horizonteという本を基準にして身近なことから地球規模の問題まで何かを感じ取り視野を広げてもらうためにさまざまな領域からテキストを集めた本を読みます。ドイツ語の規則、論理、表現パターンを復習しながら、意味内容を理解し、それに対して自らの考えを言語化すること。この本は、文法を一通り学び終わった人を対象に（ドイツ語を通じて何かに気づき考えてもらう）ことを目的とします。

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授業計画

<table>
<thead>
<tr>
<th>週</th>
<th>授業内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Japan in deutscher Perspektive: Die Globalisierung des Nickerchens (Sabine Etzold)</td>
</tr>
<tr>
<td>2</td>
<td>Vokabeln, Textverständnis, Themenhinterfragung, Diskussion</td>
</tr>
<tr>
<td>3</td>
<td>Vokabeln, Textverständnis, Themenhinterfragung, Diskussion</td>
</tr>
<tr>
<td>4</td>
<td>Literarische Lesestücke: Die Front (Ernst Toller)</td>
</tr>
<tr>
<td>5</td>
<td>Vokabeln, Textverständnis</td>
</tr>
<tr>
<td>6</td>
<td>Vokabeln, Textverständnis, Themenhinterfragung, Diskussion</td>
</tr>
<tr>
<td>7</td>
<td>Mensch, Natur, Erde: Der Mensch und die Ameisen (Christian Goeldenboog)</td>
</tr>
<tr>
<td>8</td>
<td>Vokabeln, Textverständnis</td>
</tr>
<tr>
<td>9</td>
<td>Vokabeln, Textverständnis (Fortsetzung)</td>
</tr>
<tr>
<td>10</td>
<td>Themenhinterfragung, Meinungsaustausch, Deutschlands heute: Das Symbol. Die Windkraft und die Wirtschaft der Zufunft (Wolfgang Kessler)</td>
</tr>
<tr>
<td>11</td>
<td>Vokabeln, Textverständnis</td>
</tr>
<tr>
<td>12</td>
<td>Vokabeln, Textverständnis, Kulturvergleich</td>
</tr>
<tr>
<td>13</td>
<td>Vokabeln, Textverständnis, Kulturvergleich</td>
</tr>
<tr>
<td>14</td>
<td>Themenhinterfragung, Meinungsaustausch</td>
</tr>
</tbody>
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成績評価方法

成績評価方法は平常点25％、宿題25％、授業中の積極的な参加25％、調べ学習25％になります。声を出して読む、毎回のテキストのまとめ、読解理論、意見交換はすべて評価に繋がります。各テキスト読解終了後ショートプレゼンテーションに取り込む。

テキスト・参考文献等

教科書: Horizonte, Deutsche Abteilung, Universitaet Tokyo, Komaba

授業時間外の学習

自主的に単語を復習しておくこと。課題について考えること。

その他特記事項

履修者のドイツ語レベルは、CEFR(外国語の学習、教授、評価のためのヨーロッパ共通参照枠)の共通参照レベルB1程度、または独検（ドイツ語技能検定試験）2級が望ましい。不明な点は、担当教員に問い合わせること。
This course presents in English on archeology's peculiar methods and practices in historical research. In order to respond to diverse students who have different archeological interests and degrees of language skills, I not only show numerous archeological photographs, illustrations, restoration drawings and so on, using PowerPoint, but also provide some videos on archeology with students for deep learning.

In addition, the emphasis is placed on communication and discussion with students. I intend to talk about the role of archeology in historical research and the unique attraction of archeology. Such class forms and practice forms based on handouts distributed as pre-learning will also be incorporated into this course.

All handouts will be provided by teacher. Other than them the representative text is as follows.

Preparation and homework will be assigned on a regular basis.
科目名: Introduction to Historical Studies(2)


授業の概要
日本史・日本文化に関する英語文献を講読します。

科目目的・到達目標
英語圏で広く読まれている日本史の概説書を講読して、海外、とりわけ英語圏の人々がどのように理解されているか考察します。

授業計画
1. Introduction and guidance
2. The Kamakura bakufu (Chapter 1, by Jeffery P. Mass) - The Gempei War-
3. The Kamakura bakufu (Chapter 1, by Jeffery P. Mass) - Jito, Shugo and Jokyu War-
4. The Kamakura bakufu (Chapter 1, by Jeffery P. Mass) - Bakufu Governance-
5. The Kamakura bakufu (Chapter 1, by Jeffery P. Mass) - The Bakufu at Mid-century-
6. The Muramachi bakufu (Chapter 4, by John Whitney Hall) - The Founding of Muramachi Bakufu-
7. The Muramachi bakufu (Chapter 4, by John Whitney Hall) - Shogun, Shugo and Provincial Administration-
8. The Muramachi bakufu (Chapter 4, by John Whitney Hall) - Instruments of Administration-
9. The Muramachi bakufu (Chapter 4, by John Whitney Hall) - Bakufu Fiscal and Manpower Supports-
10. Medieval Shoen (Chapter 2, by Oyama Kyohei, Martin Collcutt(tl.)) - The Structure of Medieval Provinces-
11. Medieval Shoen (Chapter 2, by Oyama Kyohei, Martin Collcutt(tl.)) - The Structure of Shoen-
12. Medieval Shoen (Chapter 2, by Oyama Kyohei, Martin Collcutt(tl.)) - The Power of Jito-
13. Medieval Shoen (Chapter 2, by Oyama Kyohei, Martin Collcutt(tl.)) - Social Strata in Shoen-
14. Conclusion

授業外の学習
配付した参考文献から各回で取り上げる章を事前に示すので、予習・復習すること。担当者は該当の章のサマリーを作成し発表準備をしてもらいます。
それぞれのChapterを読み終えた後に課題（レポート）を課します。

成績評価方法
平常点 : 40%（参加度、参加意欲、質疑応答）
発表 : 30%（受講者数によるが1〜2回を予定）
課題提出: 30%（3回を予定）

2020年度中央大学講義要項
科目名: Introduction to Social Sciences (1)  担当教員: 曹 三相
履修年度: 2020 学期: 前期  開講曜日時限: 火2
配当年次: 1〜4年次配当  配当年次: 2020

参考URL: ABOUT INSTRUCTOR

Sam-Sang Jo is currently teaching at Chuo University, Japan, and working for Meiji University as well. He had taught at Graduate School of International Relations, Pusan National University, Graduate School of International Relations and Diplomacy, Beijing Foreign Studies University, Monmouth College and University of South Carolina. He was also visiting scholar of East–West Center in Hawaii, Chinese Academy of Social Science, University of Cambridge, Fudan University, Tohoku University, and University of Tokyo. He received Ph.D. in international studies from the University of South Carolina. He has taken courses, conducted research in, or otherwise visited for professional or personal purposes, America, Britain, France, Germany, Denmark, Sweden, Austria, Russia, Poland, Hungary, Belgium, Switzerland, Italy, China, South Korea, Taiwan, Hong Kong, Indonesia and Costa Rica. His teaching and research interests cover regional integration, international cooperation, Western European politics, East Asia Politics, comparative analysis of Europe and East Asia, and US foreign policy. He is an author of European Myths (2007). His publications have appeared in such scholarly journals as Japanese Journal of Political Science, Asia Europe Journal, Journal of Contemporary European Studies, Northeast Asian Studies (Tohoku University), Korea Observer, Korean Journal of Political Science, 中央大学 紀要 社会学・社会情報学, and so on. He has received several merit-based fellowships, awards, grants and prizes.

授業の概要

This course will cover the scientific methods that are used in attempting to explain the world that human beings have created. Subject matter includes human nature, culture, group interaction, socialization, crime, poverty, race, gender, family, marriage, religion, government, economy, globalization, and international relations. The students will be asked to assess the subject matter in relation to your own life and community. In addition, the students will acquire familiarity with key concepts and approaches developed by scholars and practitioners in social science in order to make sense of our world. It is hoped that by the end of the semester you will find the course to be informative, interesting and enjoyable.

成績評価方法

1. Class Participation (30%). In order to get the most out of class, you must be prepared when you come to class. Students are required to complete the readings prior to class meetings and to come to class ready to discuss them. I expect everyone to participate actively in the discussion of the day.
2. A Mid-term Exam (35%) and a Final Exam (35%). Each exam will consist of definition of concepts or terms and short essays. Exams will cover the materials presented in lectures, discussions, and readings. You should demonstrate the knowledge you have acquired in the assigned readings and class discussions, as well as your thoughtful consideration and analysis of the material.

テキスト・参考文献等


授業時間外の学習

In order to get the most out of class, students must be prepared before coming to class. Students are required to complete the readings prior to class meetings and to come to class ready to discuss them. I expect everyone to participate actively in the discussion of the day. Every student should be able to summarize, analyze, synthesize, and evaluate each assigned reading by addressing the following questions:

i. What is the author’s purpose?
ii. What is the basic theme(s) or argument(s) of the reading?
iii. What are the most important historical events, information, concepts, etc. discussed in the reading?
iv. How does this reading relate to the other readings and to the central themes of the course?
TEACHING PHILOSOPHY

The class will be structured around what I call a class dialogue in which information, knowledge, and thought will be generated through lecture, discussion and, in particular, the Socratic method. I will often play the role of provocateur and advocate to stimulate participation. The class dialogue emphasizes the importance of student participation and active learning as a means to improve one’s skills, interest, information, knowledge, and, ultimately, understanding. In essence, class discussions will consist of an active exchange between the student and professor.
ABOUT INSTRUCTOR

Sam-Sang Jo is currently teaching at Chuo University, Japan, and working for Meiji University as well. He had taught at Graduate School of International Relations, Pusan National University, Monmouth College and University of South Carolina. He was also visiting scholar of East-West Center in Hawaii, Chinese Academy of Social Science, University of Cambridge, Fudan University, Tohoku University, and University of Tokyo. He received Ph.D. in international studies from the University of South Carolina. He has taken courses, conducted research in, or otherwise visited for professional or personal purposes, America, Britain, France, Germany, Denmark, Sweden, Austria, Russia, Poland, Hungary, Belgium, Switzerland, Italy, China, South Korea, Taiwan, Hong Kong, Indonesia and Costa Rica. He has also taught a variety of undergraduate and graduate level courses in America, China and South Korea. His teaching and research interests cover regional integration, international cooperation, Western European politics, East Asian politics, comparative analysis of Eastern Europe and East Asia, and US foreign policy. He is an author of European Myths. His publications have appeared in such scholarly journals as Japanese Journal of Political Science, Asia Europe Journal, Journal of Contemporary European Studies, Northeast Asian Studies (Tohoku University), Korea Observer, 中央大学纪要社会学・社会情报学 and so on. He has received several merit-based fellowships, awards, grants and prizes.

授業の概要

This course is intended to bring a promising way to understand “why the crisis occurs, why the crisis is so deep and broad, how the crisis affects our daily life, how this crisis will affect our future, and how we should respond to the crisis.” Students will be exposed to a wide-range of knowledge and thought about ‘history problem’ in East Asia, rising China, American hegemony, inequality, populism, democracy, European integration, Eurozone crisis as well as learn about their impact on everyday human life. In addition, students will acquire familiarity with key concepts and approaches developed by scholars and practitioners in social science in order to make sense of world. Another purpose is to help the student sharpen their “skills” as a critical thinker, an analyst, and an effective communicator. It is hoped that by the end of the semester you will find the course to be informative, interesting and enjoyable.

授業計画

1. Introduction
2. Ripe for Rivalry in East Asia
3. Regional Community Building in East Asia
4. History Problem: Sorry Seems to be the Hardest Word
5. Will China Rule East Asia?
6. The Road to Supercapitalism in America
7. Mid-term Exam
8. The End of American Century?
9. Crisis of the American World Order?
10. Trump and the Rise of Populism
11. History of the European Integration
12. European Identity and Europeanization
13. Brexit and the Futures of Europe
14. Conclusion & Summary

成績評価方法

1. Class Participation (30%). In order to get the most out of class, you must be prepared when you come to class. Students are required to complete the readings prior to class meetings and to come to class ready to discuss them. I expect everyone to participate actively in the discussion of the day.
2. A Mid-term Exam (35%) and a Final Exam (35%). Each exam will consist of definition of concepts or terms and short essays. Exams will cover the materials presented in lectures, discussions, and readings. You should demonstrate the knowledge you have acquired in the assigned readings and class discussions, as well as your thoughtful consideration and analysis of the material.

テキスト・参考文献等

A course packet containing all assigned articles and book chapters will be provided in the class.
TEACHING PHILOSOPHY

The class will be structured around what I call a class dialogue in which information, knowledge, and thought will be generated through lecture, discussion and, in particular, the Socratic method. I will often play the role of provocateur and advocate to stimulate participation. The class dialogue emphasizes the importance of student participation and active learning as a means to improve one’s skills, interest, information, knowledge, and, ultimately, understanding. In essence, class discussions will consist of an active exchange between the student and professor.
With the English translation of Jostein Gaarder’s “Sophie’s World” as the basic text, I would like to invite students to the road of philosophy. However, there are various entrances, so I may only be able to take you to the entrance to the road.

Sophie’s World is a novel described as a philosophical mystery. In this book, a 14-year-old girl named Sophie and a philosophy teacher named Alberto search the mystery of their existence, facing the questions of “Who are you?”, “Where does the world come from?”. Eventually the end of the story is ... it will deprive you of the fun, so I keep silent.

Alberto’s lectures on philosophy cover almost all the major philosophers in the history of Western philosophy. Based on his lectures, we will learn what philosophical issues are and what philosophy is about. And I hope that you will have the opportunity to explore who you are and why you are living in this world and what kind of world this is.

If you attend class every week, you will definitely want to know more. “Welcome to the world of philosophy!”

The purpose of this lecture has fourfold.

(1) To acquire the ability to read English documents accurately based on grammar.
(2) Being able to think and discuss philosophically.
(3) To know the difference between the “learning” that you have been doing so far and the “study” or “research” you are going to do.
And you experience how interesting research or investigation is.
To learn the themes and ideas of major philosophers in the history of Western philosophy, to gain a clue to professionally conducting philosophy as an academic, and to expand your interests.

1. introduction
2. Natural philosophers
3. Democritus
4. Socrates
5. Plato
6. Aristotle
7. Hellenism
8. middle Ages
9. Renaissance
10. Descartes
11. Spinoza
12. Locke
13. Hume
14. Kant

Grade evaluation: Report
If you do not submit a report, you will not be granted credits.

Preparation is mandatory. Be sure to read the text before class and deepen your own thoughts on the subject in question.
授業の概要
心理学の各分野に関連する英文の新聞・雑誌記事を通読し、授業でのグループディスカッションや講師による補足情報により、記事のテーマと周辺領域についての初歩的な知識を学習する。
英文記事は受講者が興味を持って読めるよう、できるだけ新しいテーマを扱った比較的くすぐったい内容のものを選択予定である。
なお、受講者の人数や英語レベル、および留学生の有無によって授業の内容や進め方は変更になる可能性があります。

授業計画
第1回:オリエンテーション
第2回:知覚心理学に関する記事の輪読と解説
第3回:学習心理学に関する記事の輪読と解説
第4回:記憶心理学に関する記事の輪読と解説
第5回:社会心理学に関する記事の輪読と解説
第6回:発達心理学に関する記事の輪読と解説
第7回:犯罪心理学に関する記事の輪読と解説
第8回:ハーモニティ心理学に関する記事の輪読と解説
第9回:臨床心理学に関する記事の輪読と解説
第10回:睡眠心理学に関する記事の輪読と解説
第11回:進化心理学に関する記事の輪読と解説
第12回:動物心理学に関する記事の輪読と解説
第13回:総括・まとめ

成績評価方法
平常点30％、課題提出20％、プレゼン発表の評価50％（授業のまとめとして、自分が興味ある心理学分野の科学記事を最後の授業で発表）

テキスト・参考文献等
記事のプリント、補足資料等必要なテキストは講師が準備します。

授業時間外の学習
毎回授業前に前の回に配布した英文記事を必ず通読し、わからない単語を調べた上で出席すること。

その他特記事項
記事はある程度講師のほうで事前に選択しますが、受講者からの提案も歓迎します。毎回、宿題（記事の通読・単語調べ）ができます。
授業の概要

“What is education?” and “Why is education important for human beings?” are the two important questions which we will try to answer in this course. The nature of education and learning, and three dimensions of education: purpose, process and effect, are the topics to be introduced.

The course will be interactive. It will be based upon reading assignments which will be allocated to students who will then introduce the contents of their particular assignment to the class (assignment presentation). This process will be followed by lectures and activities (e.g. DVD viewing, and the sharing of students own experience) and discussions. At the end of the lecture, students will complete the reflection sheet. Students will complete an essay which asks them to examine an issue of interest in education in their own countries. At the end of the course, students will give a presentation on the content of their essay to the class.

科目目的・到達目標

This course aims to provide an opportunity for students to understand the basic issues of education.

授業計画

1 Introduction of the course
2 The nature of education 1: Purpose
3 The nature of education 2: Typology
4 United Nations and education
5 UNESCO
6 Education system
7 Comparison 1: OECD (International Education)
8 Comparison 2: OECD (Access, Outcome-employment, income, skills, lifestyle)
9 Comparison 3: OECD (Budget, Teacher and student ratio)
10 Comparison 4: OECD (PISA), Reflection(nature of education)
11 Learning Styles
12 Cultural issues in Education 1: Value, Communication
13 Preparation for essay and presentation
14 Reflection

成績評価方法

Assignments (15%), Presentation (30%), Essay (40%), Class contribution (15%)

授業時間外の学習

Students are expected to grasp the issues in reading materials and contribute to discussions in the class. In the essay they must describe the issue explaining why the issue is a problem, critically analyse it and through reasoning suggest a resolution or resolutions. It is very important that students read widely and in depth so that they can successfully complete the essay assignment.
授業の概要
アメリカと日本における英語と日本語の日常会話のニュアンスの違いや共通点などをめぐり、戦後/現代の比較文化論を考察していきます。今回は、タイムトラベル/世代性というテーマを通じて、80年代映画作品/小説をいくつか分析します。まず、「時をかける少女」(1983)と『それから』(1985)を取り上げ、作品にまつわるテーマやモチーフを考察しながら、日本語の脚本や文章の英語翻訳を行います。80年代における世代論や社会の背景を取り入れながら、同時代に製作された『バック・トゥ・ザ・フューチャー』を分析し、アメリカと日本における男性/女性像、家族の描写、そして社会状況に焦点を合わせてディスカッションをすすめます。
注意：『時をかける少女』はアニメ版ではなく、1983年製作の実写映画です。

授業計画
| 第1回 | 日本とアメリカにおける比較文化論 |
| 第2回 | 『時をかける少女』（タイムスリップ） |
| 第3回 | 『時をかける少女』（日常会話） |
| 第4回 | 『時をかける少女』（家庭） |
| 第5回 | 『時をかける少女』（異性） |
| 第6回 | 『それから』（三角関係） |
| 第7回 | 『それから』（昭和の終焉） |
| 第8回 | 『それから』（近代のテーマ） |
| 第9回 | 『バック・トゥ・ザ・フューチャー』（タイムスリップ、その2） |
| 第10回 | 『バック・トゥ・ザ・フューチャー』（時代背景） |
| 第11回 | 『バック・トゥ・ザ・フューチャー』（家庭） |
| 第12回 | 『バック・トゥ・ザ・フューチャー』（異性） |
| 第13回 | 各作品における類似性／相違点 |
| 第14回 | General Review |

成績評価方法
平常点（翻訳課題、ディスカッションへの参加）50％、と学期末レポート50％を総合して評価します。

テキスト・参考文献等
『時をかける少女』、『なんとなく、クリスタル』

授業時間外の学習
日本語脚本の翻訳に加え、英語脚本の読解も行うので、各作品における予習は不可欠です。

その他特記事項
日本語の解説も入りますが、講義は英語表記のパワーポイント方式なので、英語の読解は不可欠です。
### Introduction to Linguistics

**Subject: Introduction to Linguistics**

*Year of Study: 2020  Semester: 前期*  
*Teaching Time: 水2  Class: 1~4年次配当*

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**Subject Outline**

The course will introduce students to the analysis of language and language structure based on the principles of linguistic theory. We will begin with the most basic meaningful unit in language, the word, and examine how words can be divided into smaller meaningful parts that can be reassembled to build new words, creating differences in meaning and grammatical function (Morphology). We then look more closely at the sounds used to make words in English and in other languages, focussing on the principles that guide the organization of those sounds into recognizable sequences (Phonology). Looking at speech sounds in even further detail, we will learn to recognize specific changes to the shape of the airflow path through the mouth and nose in speech, leading to very precise descriptions of pronunciation (Phonetics). Next, we will study the principled ways in which pronunciation changes in fluent speech and similar changes that have altered pronunciations through history (Morphophonology). Returning to words, we will investigate the principles for grouping words together in meaningful ways into phrases and sentences (Syntax). This will bring us to the study of meaning more generally, including logical relationships between different words based on the features they contain (Semantics). Finally, we will look briefly at how meaning changes in different contexts to gain an understanding of how much communication extends beyond vocabulary, grammar, and linguistic meaning (Pragmatics).

**Prerequisites and Related Subjects**

No previous experience with linguistics is required.

**Course Objectives and Goals**

The objective of this course is to introduce students to the analytical study of language. This includes the study of how languages differ from one another in systematic ways as well as how all languages share certain universal characteristics.

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### Lecture Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Linguistics?</td>
</tr>
<tr>
<td>2</td>
<td>Morphology (1) - Word formation and derivational affixes</td>
</tr>
<tr>
<td>3</td>
<td>Morphology (2) - Words in grammar and inflectional affixes</td>
</tr>
<tr>
<td>4</td>
<td>Phonology (1) - Sounds in words and how they fit together</td>
</tr>
<tr>
<td>5</td>
<td>Phonetics (1) - Individual speech sounds and how they are produced</td>
</tr>
<tr>
<td>6</td>
<td>Phonetics (2) - Spelling, Pronunciation, and the International Phonetic Alphabet</td>
</tr>
<tr>
<td>7</td>
<td>Phonology (2) - Distinctive features and natural classes</td>
</tr>
<tr>
<td>8</td>
<td>Morphophonology (1) - Phonological Processes</td>
</tr>
<tr>
<td>9</td>
<td>Morphophonology (2) - Phonological Change</td>
</tr>
<tr>
<td>10</td>
<td>Syntax (1) - Sentences in English</td>
</tr>
<tr>
<td>11</td>
<td>Syntax (2) - Sentences in the World's Languages</td>
</tr>
<tr>
<td>12</td>
<td>Semantics - Meaning in words, phrases, and sentences</td>
</tr>
<tr>
<td>13</td>
<td>Pragmatics - Meaning in a discourse context</td>
</tr>
<tr>
<td>14</td>
<td>Summary &amp; Review</td>
</tr>
</tbody>
</table>

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### Evaluation Method

- 10% Participation  
- 60% Homework exercises  
- 30% Test

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**Textual References**

To prepare for this course, students may wish to look at:


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**Outside Study Time**

Assignments will generally include sets of language data that must be analyzed using the principles we study in class. In addition, there will also be reading material assigned when it is needed to support and extend the ideas and information presented during lectures.

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[2020年度中央大学講義要項]

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**Reference URL**

[URL]

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**Department:** [Department Name]

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**Address:** [Address]

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**Contact:** [Contact Information]
Language Learning and Academic Strategies

Using a textbook for vocabulary building and essay writing, students will also learn about research skills; managing projects; accurate referencing and avoiding plagiarism; and writing a research paper.

This class is open only to those who intend to study abroad and gain credits from a university. Students will learn basic skills for language learning and academic activities, focusing especially on academic writing.

**授業計画**

Class 1. Orientation  
Class 2. What is an Essay? (1)  
Class 3. What is an Essay? (2)  
Class 4. Understanding the Writing Process (1)  
Class 5. Understanding the Writing Process (2)  
Class 6. Paraphrasing, Summarizing, Synthesizing and Citing Sources (1)  
Class 7. Paraphrasing, Summarizing, Synthesizing and Citing Sources (2)  
Class 8. Process Essays (1)  
Class 9. Process Essays (2)  
Class 10. Argument Essays (1)  
Class 11. Argument Essays (2)  
Class 12. What is a Research Paper? (1)  
Class 13. What is a Research Paper? (2)  
Class 14. Review

**成績評価方法**

Contribution to class, quiz, presentations (50%) and essays (50%).

**テキスト・参考文献等**


**授業時間外の学習**

Homework will be assigned nearly every week. In some cases, this will require reading and note-taking; in other cases, students will have to complete specific tasks and produce written work.
Finding one's own goal and passion in life takes time. This course will help students figure out their interests and develop their own individual goals via reading and individual project work in the form of a well-developed presentation.

This course aims to:
(1) build students’ confidence in English reading skills: academic and professional texts
(2) improve students’ skills in academic reading strategies: organized and logical
(5) build students’ confidence in expressing themselves

(1) Compliance or individuality
(2) Shine or dive
(3) Project management
(4) Organize the future
(5) Staring failure in the eye
(6) Success comes
(7) Tackling the competition
(8) Daring and sharing
(9) Being in motion
(10) Never give up
(11) Sparkle
(12) Marketing
(13) Survival
(14) Summary

In-class performance 20%
Presentation format 40%
Presentation method 40%

Total 100%

Handouts are prepared by the instructor.

(1) Check the course schedule above and ask fellow students for the class material if you are absent (or ask me via e-mail)
(2) Go through the content and digest the main points

Please note that the class will commence in a CalaboX room and requires basic computer skills.
授業の概要
This course will teach you how to write academic essays with ease. Individual work and creativity will be needed that should facilitate successful completion.

科目目的・到達目標
This course aims to:
(1) build students’ confidence in English writing skills: academic essay
(2) improve students’ skills in academic writing strategies: organized and logical
(3) build students’ confidence in editing their work

授業計画
(1) Course introduction
(2) Essay structure and the introductory paragraph
Homework due: Topic
(3) Body paragraphs, concluding paragraphs and outlining
Homework due: Outline
(4) Improving your work
Homework due: Outline
(5) Introduction to research and citation
Homework due: Introduction
(6) In-text citation and the Works Cited list
(7) Developing arguments
Homework due: Body 1
(8) Organizing argumentative essays
(9) Improving your work
Homework due: Body 2
(10) Compare and contrast essay structure
Homework due: Body 3
(11) Describing similarities and differences
(12) Improving your work
Homework due: Conclusion
(13) Peer editing
(14) Summary
Homework due: Final essay

成績評価方法
In-class performance  10%
Essay format          20%
Essay content         20%
Final essay           50%
Total                100%

テキスト・参考文献等
Handouts are prepared by the instructor.

授業時間外の学習
(1) Check the course schedule above and ask fellow students for the class material if you are absent (or ask me via e-mail)
(2) Go through the content and digest the main points

その他特記事項
Please note that the class will commence in a CalaboX room and requires basic computer skills.
**Students will begin by learning the reading skills necessary for Fast Reading. In addition, students will be encouraged to develop their vocabulary, by keeping a vocabulary notebook and taking regular vocabulary quizzes to test their progress. Students will be given the opportunity to read a variety of magazine articles from famous publications, such as Time magazine, in order to practice and develop reading skills. A common graded reader will be used in class for skills practice, discussion, and comprehension checks. A quiz will be given at the end of each chapter to check comprehension. Furthermore, students will be encouraged to choose a graded reader or book of their choice, to learn to appreciate the joy of reading. Students will be asked to present a short report on a magazine article and book of their choice, so as to demonstrate their understanding of skills taught.**

**授業計画**

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to course materials and requirements.</td>
</tr>
<tr>
<td>2.</td>
<td>An introduction to Fast Reading skills and note taking.</td>
</tr>
<tr>
<td>3.</td>
<td>Current Magazine Article #1 and reading skills practice.</td>
</tr>
<tr>
<td>4.</td>
<td>Vocabulary Quiz #1 and introduction to graded readers.</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary Quiz #2, current Magazine Article #2 and reading skills practice.</td>
</tr>
<tr>
<td>6.</td>
<td>Vocabulary Quiz #3, graded reader and reading skills practice.</td>
</tr>
<tr>
<td>7.</td>
<td>Vocabulary Quiz #4, current Magazine Article #3 and reading skills practice.</td>
</tr>
<tr>
<td>8.</td>
<td>Vocabulary Quiz #5, graded reader and reading skills practice.</td>
</tr>
<tr>
<td>9.</td>
<td>Vocabulary Quiz #6, How to create a summary of a magazine article and give an oral presentation.</td>
</tr>
<tr>
<td>10.</td>
<td>Vocabulary Quiz #7, current Magazine Article #4, and reading skills practice.</td>
</tr>
<tr>
<td>12.</td>
<td>Students will give a short report on a magazine article of their choice.</td>
</tr>
<tr>
<td>13.</td>
<td>Vocabulary Quiz #8, current Magazine Article #5 and reading skills practice.</td>
</tr>
</tbody>
</table>

**成績評価方法**

- Vocabulary Quizzes: 20%
- Magazine Report: 30%
- Book Report: 30%
- Chapter Quizzes: 20%

**授業時間外の学習**

- Independent reading

**その他特記事項**

I hope that reading will bring you joy and introduce you to new ideas.

Students who are native speakers of English are not eligible to enroll in this class (except those who are in the Faculty of Letters).
科目名: Extensive Listening
履修年度: 2020 学期: 後期
開講曜日時限: 水1
配当年次: 1〜4年次配当
担当教員: 北原 賢一

授業の概要
英語の発音と聞き取りに必要な音声英語の特徴に関する基本的な理論を系統的に学ぶことによって、実際に英語が使われている場面に近いオーセンティックな英語を聞き取り、英語の音声を用いてコミュニケーションを行うスキルをレベルアップすることを目標とします。

科目目的・到達目標
①日本人学習者にとって難しいとされている発音と聞き取りのポイントをつかむこと
②文字による英語と音声による英語の違いや、日本語の音声と違いをはっきりと認識することができるようになること
③英語のアクセントとリズム、母音と子音、連結・同化・脱落などの音の変化、イントネーションに関する正確な知識を身につけること

授業計画
Lesson 1 Orientation
Lesson 2 Syllable and Word Stress
Lesson 3 Content/Function Words and Sentence Stress
Lesson 4 Vowels (1): Monophthongs
Lesson 5 Vowels (2): Diphthongs
Lesson 6 Consonants (1): Japanese-like Sounds
Lesson 7 Consonants (2): Articulatory Manners
Lesson 8 Phonetic Phenomena (1): Liaison
Lesson 9 Phonetic Phenomena (2): Assimilation
Lesson 10 Phonetic Phenomena (3): Elision
Lesson 11 Phonetic Phenomena (4): Casual/Formal Speech
Lesson 12 Intonation (1): Basic Patterns and Emotion Expression
Lesson 13 Intonation (2): Applied Patterns and Sense/Breath Groups
Lesson 14 Review Test, Summary

成績評価方法
Review Test (50%), 予習の取り組み (30%), 授業態度 (20%) といった基準で、総合的に評価する。

テキスト・参考文献等
(以下のテキストを予定しているが、変更の可能性あり。生協で確認してください) Sugimori, M. et al. (2012). English Sounds, English Minds (『英語音声の基礎と聴解トレーニング』). 金星堂。

授業時間外の学習
テキストの内容をよく読み、PracticeやExercise (Sound Check, Dictation, Listening Comprehension, Fill-ins and Sense Groups, Challenge Task) に集中して取り組んでください。時間をゆっくりと、しっかりと練習することが大切です。

その他特記事項
English native speakers are not eligible to enroll in this class.
(英語を母語とする方の授業はお断りします)
授業の概要
TOEFL (Test Of English as a Foreign Language) は、アメリカやカナダの大学、および大学院で学ぶための英語力の証明となるテストです。この授業では、iBT (Internet-Based Test) で出題されるリーディング、リスニング、スピーキング、ライティング全ての項目を扱い、留学に必要なスコアを獲得するための解説と演習を行います。

科目目的・到達目標
この授業はTOEFL iBTの各セクションの演習を行い、受講生各自がスコアアップに必要なスキル、テクニックを磨き、受験にあたって自信をつけてもらうことを目標とします。

授業計画
Week 1. Orientation: コースの説明と実力チェックテスト
Week 2. Get to know the test: Reading Section
Week 3. Get to know the test: Listening Section
Week 4. Get to know the test: Speaking Section
Week 5. Get to know the test: Writing Section
Week 6. Get familiar with the test: Reading Section
Week 7. Get familiar with the test: Listening Section
Week 8. Get familiar with the test: Speaking Section Independent Task
Week 9. Get familiar with the test: Speaking Section Integrated Task
Week 10. Get familiar with the test: Writing Section Integrated Task
Week 11. Get familiar with the test: Writing Section Independent Task
Week 12. Extra Practice 1
Week 13. Extra Practice 2
Week 14. Review

スケジュールは進度、休講などにより変更されることがあります。

成績評価方法
平常点 40％ 欠席が4回を超えると受講資格を失いF評価となります。
試験 60％ TOEFLミニ模試を行い、授業で身につけたスキルと能力を評価します。

テキスト・参考文献等
テキスト
Renald Riley, Rawdon Wyatt 『Achieve TOEFL iBT』Cengage
参考文献
Bruce Rogers 『The Complete Guide to the TOEFL Test iBT Edition』 HEINLE
ETS, 安宅由紀 監修 『毎日ミニ模試TOEFLテスト iBT』 テイエス企画

授業時間外の学習
スコアアップのために授業時間外の自習は必ず行ってください。基本的に予習は必要ありませんが、その分、授業の復習に力を入れてください。Writing課題の提出があります。

その他記記事項
文学部以外の学生が履修する場合は、履修できるクラスが決まっておりますのでC plusのお知らせを確認してください。
授業の概要

TOEFL (Test Of English as a Foreign Language) は、アメリカやカナダの大学、および大学院で学ぶための英語力の証明となるテストです。この授業では、iBT (Internet-Based Test) で出題されるリーディング、リスニング、スピーキング、ライティング全ての項目を扱い、留学に必要なスコアを獲得するための解説と演習を行います。

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この授業はTOEFL iBTの各セクションの演習を行い、受講生各自がスコアアップに必要なスキル、テクニックを磨き、受験にあたって自信をつけてもらうことを目標とします。

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科目目的・到達目標
この授業はTOEFL iBTの各セクションの演習を行い、受講生各自がスコアアップに必要なスキル、テクニックを磨き、受験にあたって自信をつけてもらうことを目標とします。

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授業時間外の学習
スコアアップのために授業時間外の自習は必ず行ってください。基本的に予習は必要ありませんが、その分、授業の復習に力を入れてください。Writing課題の提出があります。

その他特記事項
文学部以外の学生が履修する場合は、履修できるクラスが決まっておりますのでC plusのお知らせを確認してください。
授業の概要

TOEICでスコアが伸び悩んでいる学生のスコアの分布を見ると、リスニング・セクションとリーディング・セクションのスコアが倍近く違うことが多い印象です。全体のスコア向上には、語彙力・文法力が欠かせないことは言うまでもありません。この授業は、TOEICで頻出の問題を項目別に取り上げて、「何が問われているのか」、「正解を導き出すためにはどのような知識が必要か」といったポイントに絞って、解法を研究します。もちろん、大学の講義科目ですから、単に問題演習と解説をするだけではありません。英文法を学ぶ楽しさも伝えられたら、と思っています。履修する際に注意してもらいたいことは、履修者には少なくとも470点以上のスコアがあることを基本条件にします。

授業計画

Lesson 1 Orientation & Pre-test
Lesson 2 Unit 1 Airport Security
Lesson 3 Unit 2 Weekend Activities
Lesson 4 Unit 3 Ecology
Lesson 5 Unit 4 Housing and Property
Lesson 6 Review Test 1 & Health and Welfare
Lesson 7 Communications
Lesson 8 Careers and Employment
Lesson 9 Office Procedures and Protocol
Lesson 10 Review Test 2 & Current Events and Public Affairs
Lesson 11 Marketing and Sales Campaigns
Lesson 12 Complaints and Troubleshooting
Lesson 13 Innovations and Technology
Lesson 14 Post Test and Summary

成績評価方法

授業への積極的な取り組み（40%）、課題への取り組み（予習・復習）（40%）、テスト（20%）

授業時間外の学習

あらかじめ、テキストの問題を解いていくこと。その際、「何故その答えを選んだのかを説明できる」ようにしてきたいほしい。知識を体系的に整理し、使いこなせるようになることは、論理的思考力の養成につながります。

その他特記事項

文学部以外の学生が履修する場合は、履修できるクラスが決まっていますのでC plusのお知らせを確認してください。
授業の概要
初回の授業でPreview Testを行い、どのような問題で間違えやすいかを確認します。2回目以降の授業では、Preview testの結果を参考にしながら、パートごとに出題形式の確認や問題演習を行います。また、Readingのパート5-7では時間配分にも焦点を当て、時間内に正解する力を高めていきます。課題として、各パートが終わるごとにReview Testを行い、解答を提出してもらいます。

科目目的・到達目標
TOEIC Listening and Reading testで800点以上を取るための知識や技術を身に着けることが目標とする。

授業計画
1. オリエンテーション、Preview Test（初回からテキストを使用します）
2. Listening Practice (Part 1)
3. Listening Practice (Part 2)
4. Listening Practice (Part 3)
5. Listening Practice (Part 4)
6. Listening まとめ (Part 1 - 4)
7. Reading Practice (Part 5)
8. Reading Practice (Part 5)
9. Reading Practice (Part 6)
10. Reading Practice (Part 6)
11. Reading Practice (Part 7)
12. Reading Practice (Part 7)
13. Reading まとめ (Part 5 - 7)
14. Listening & Reading まとめ (Part 1 - 7)

成績評価方法
平常点（40%）、課題（30%）、試験（30%）
※全体の3分の1以上欠席した者、課題を提出しない者はE判定とする

テキスト・参考文献等

授業時間外の学習
各パートのReview Testおよび、テキストの一部を課題として提出してもらう。

その他特記事項
TOEICで800点を取るためには授業外での継続的な学習も必要です。やりきる覚悟をもってください。
履修年度: 2020 学期: 前期 開講曜日時限: 月3
配当年次: 1〜4年次配当

参考URL:

授業の概要
TOEICスコア800点以上を取得するためのコースです。リスニング、リーディングともに授業中なるべく多くの問題を解き、分析することで、解答のスピードと正解率を上げていきます。毎回ボキャブラリーテストを行います。

科目目的・到達目標
TOEIC800点以上をを目指します。公開試験と同レベルかさらに難易度の高い問題を扱い、高得点獲得に必要なスキル、テクニックを身につけます。また、自分の傾向を分析することで、スコアアップの障害となっている弱点を克服します。

授業計画
1. オリエンテーション 授業の説明とレベルチェック
2. Listening Part 1 & Listening Part 2
3. Listening Part 3
4. Listening Part 4
5. Reading Part 5 & Part 6
6. Reading Part 7 Single Passage
7. Reading Part 7 Double Passage & Triple Passage
8. Listening Part 1 & Reading Part 5
9. Listening Part 2 & Reading Part 6
10. Listening Part 3 & Reading Part 7 Single Passage
11. Listening Part 4 & Reading Part 7 Double Passage
12. Reading Part 7 Triple Passage
13. Extra Practice
14. Review

*スケジュールは進度、休講などによって変更する場合があります。

成績評価方法
平常点 40% 欠席が5回を超えると受講資格を失いF評価となります。
小テスト10% 『金のフレーズ』から毎回範囲を決めて出題します。
試験 50% ミニ模試を行い、授業で身につけたスキルと実力を評価します。

テキスト・参考文献等
テキスト
TEX 加藤 『TOEIC L&R TEST 出る単特別急 金のフレーズ』 朝日新聞出版
中村紳一郎、Susan Anderton監修 加藤優、野村知也、本田美邦里、Bradley Towle著 『TOEICテスト新形式精選模試リスニング2』 『TOEICテスト新形式精選模試リーディング2』 the japan times 出版
TEX 加藤 『TOEIC L&R テスト 文法問題 でる1000問』アスク出版
『TOEIC Testプラスマガジン』リント

参考文献
『公式TOEIC Listening&Reading 問題集 1〜4』
『公式TOEIC Listening&Reading トレーニング リスニング編』
『公式TOEIC Listening&Reading トレーニング リーディング編』
一般財団法人 国際ビジネスコミュニケーション協会
TEX 加藤 『TOEIC L&R テスト 文法問題 でる1000問』アスク出版
『TOEIC Testプラスマガジン』リント

授業時間外の学習
800点以上を取るためには毎日の学習が必須となります。自分の弱点を早く見つけ、それを克服するための自習を毎日行ってください。スマートフォンのアプリなどを活用して効率よく行うことをお勧めします。また、出来る限り1P模試や公開テストを受けるようにして下さい。

その他特記事項
文学部以外の学生が履修する場合は、履修できるクラスが決まってますのでC plusのお知らせを確認してください。
Students will learn the necessary English skills, required to perform a variety of functions within an international business setting. Each lesson will focus upon a specific function and the necessary skills required to perform that function. A variety of units within the text will provide simple case studies, which students will explore and discuss to practice communication skills. Students will be expected to develop their listening skills and vocabulary, by listening to short business related conversations. A short quiz is given at the end of each unit to test listening and vocabulary development. At the beginning of each lesson, students will present a brief summary of a short business article they have read. Students are expected to demonstrate their understanding of skills taught, by giving a presentation or equivalent type of activity.

Students will develop their English skills for business communication. Listening, speaking, writing and reading skills for international business will be practiced. It is expected that students will learn to perform communication tasks in English that are required to work effectively in an international company.

**Course Plan**

Class 1. Introduction to course materials and requirements.
Class 2. Job search skills. Read a job advertisement and write a resume.
Class 3. Job search skills. Write an email and common job interview questions.
Class 4. Unit #1. Describing and discussing job qualifications.
Class 5. Unit #1 Quiz. Read job, hand in resume, and job interview test.
Class 6. Unit #2. Small talk in a business setting.
Class 7. Unit #2 Quiz. Unit #1, describing a business and answering questions.
Class 8. Unit #1. Presentation preparation and student consultations.
Class 9. Unit #1 Quiz. Presentation "A": Describe a company.
Class 10. Unit #3. Problem solving.
Class 11. Unit #5. Presentation "B": Describe a solution to a business problem.
Class 12. Unit #5. Describing a process.
Class 13. Unit #6 Quiz. Presentation "C": Describe a process of your choice.

**Assessment Methods**

a. Class participation and homework 20%
b. Quizzes 20%
c. Test 30%
d. Presentations 30%

**Texts and References**

a. Current articles, from famous publications, such as The Wall Street Journal ...

**Independent Reading**

Independent reading of business related articles

**Other Special Notices**

I hope that your business English skills will improve, and that you will develop a better appreciation for cultural differences in business.

Students who are native speakers of English are not eligible to enroll in this class (except those who are in the Faculty of Letters).
授業の概要

Avec le manuel (Sociétés et cultures francophones),
Etudes (vocabulaire, grammaire, expressions) sur documents pédagogiques.
Avec des films, chansons, textes francophones,
Etudes (pays, sociétés, cultures francophones).
Présentations écrites, orales selon des modèles du cours.

テキスト「Sociétés et cultures francophones」を使って、
語彙、文法、表現を学びます。
フランス語の映画、歌やテキストを使い、
フランス語圏の国々、社会、文化について学びます。
モデルに従って、記述式や口頭での発表（要約、分析、人物描写、場所）を実践していただきます。

科目目的・到達目標

Apprendre la langue française,
Comprendre les sociétés et les cultures francophones
par le cinéma, la chanson, la littérature
フランス語圏の社会と文化（映画、歌、文学）を理解し
フランス語を学ぶ

Consolider vos compétences en français (vocabulaire, grammaire),
elargir vos connaissances sur la francophonie (société, culture).
フランス語能力（語彙、文法）を高め、
フランス語圏の知識（社会、文化）を広げる

授業計画

1er Semestre : Les sociétés francophones / 前期：フランス語圏の社会
01/ Histoire de la Francophonie / Les francophones dans le monde (carte/texte)
フランス語圏の簡単な歴史、世界の中のフランス語圏（地図、文章）
Méthodologie : Comment présenter un pays, une ville.
Exemple : La Réunion Vidéo-Documentaire

02/ Histoire de la langue française et des autres langues régionales de France
Divers textes et documents
フランス語とフランスの地域言語の歴史
様々なテキストや資料から

03/ Le français et l’Europe francophone
フランス語とヨーロッパのフランス語圏

04/ Film de l’Europe francophone ou divers textes, chansons
フランス語圏ヨーロッパの映画、様々なテキストや歌詞から

05/ Les études, analyses, commentaires
研究、分析、解説

06/ L’Empire colonial français
フランスの植民地

Méthodologie : Analyse, résumé, fiche technique, rapport, dossier de (film, chanson, texte)
方法論：分析、要約、テクニカルカード、レポート、ファイル（映画、歌、テキスト）

07/ Film ou divers textes, chansons
映画や様々なテキスト、歌詞から

08/ Les études, analyses, commentaires
研究、分析、解説

Méthodologie : Analyse de personnages, lieux, objets, symboles
方法論：人物、場所、道具、シンボル

09/ L’histoire et la société du Québec
ケベックの歴史と社会

10/ Les francophones aux Etats-Unis
アメリカのフランコフォン

11/ Les Antilles françaises
フランス海外県カリブ海地域

12/ L’Indochine
インドシナ

13/ L’Afrique francophone et le printemps arabe : Le français en Afrique
フランス語圏のアフリカとアラブの春：アフリカのフランス語

Divers textes, chansons

フランス語圏のアフリカとアラブの春：アフリカのフランス語
テキストや歌詞から

14/ Résumé, Bilan）要約、まとめ

成績評価方法

Présence (10%)
3 Présentations orales ou écrites / (3 X 30%)
平常点（10%）
口頭と記述式発表3回（3×30%）
テキスト・参考文献等

Manuel:
Sociétés et Cultures francophones,
Yuko Yamade, Surugadai-Shuppansha, ISBN978-4-411-01351-4

テキスト:
『Sociétés et Cultures francophones』
Yuko Yamade著、駿河台出版社、ISBN978-4-411-01351-4

Autres : Copies de textes (extraits, chansons, dialogues de films, …)
参考文献：資料を配布（引用文、歌詞や映画の会話など）

授業時間外の学習

Preparer (com, voc, gram) les copies distribuées en avance (1 mois).
Class dynamique, interactive, effective, efficace (analyses, débats).

テキストをあらかじめ（1ヶ月前に）配布しますので、充分な準備をお願いします（理解、語彙、文法）。
そうすることで授業がよりエネルギーに満ち、対話方式で、効果的、かつ効率よくなります。

Suivre l’actualité culturelle, politique, japonaise, francophone, internationale
autour des thèmes du cours pour en débattre.

日本で起きている文化的、政治的問題（映画、演劇、公演、本）を、インターネットを利用して、授業のテーマに関連づけて見ましょう。

その他特記事項
授業の概要

Avec le manuel (Sociétés et cultures francophones),
Études (vocabulaire, grammaire, expressions) sur documents pédagogiques.
Avec des films, chansons, textes francophones,
Études (pays, sociétés, cultures francophones).
Présentations écrites, orales selon des modèles du cours.
テキスト「Sociétés et cultures francophones」を使って、
語彙、文法、表現を学びます。
フランス語の映画、歌やテキストを使い、
フランス語圏の国々、社会、文化について学びます。
モデルに従って、記述式や口頭での発表（要約、分析、人物描写、場所）を実践していただきます。

科目目的・到達目標

Apprendre la langue française,
Comprendre les sociétés et les cultures francophones
par le cinéma, la chanson, la littérature.
フランス語圏の社会と文化（映画、歌、文学）を理解し
フランス語を学ぶ
Consolider vos compétences en français (vocabulaire, grammaire),
elargir vos connaissances sur la francophonie (société, culture).
フランス語能力（語彙、文法）を高め、
フランス語圏の知識（社会、文化）を広げる

授業計画

2e Semestre / 後期 : Les cultures francophones フランス語圏の文化
01/Organisation internationale de la Francophonie (texte, fêtes)
フランスフォニー国際組織（テキスト、祭典）
02/ La francophonie et l’ OIF
フランスフォニーとフランスフォニー国際機関
03/ Le français en Amérique / Divers textes et chansons
アメリカのフランス語／様々なテキストや歌詞から
04/ On parle français au Québec
ケベックの公用語はフランス語
05/ Les arts du cirque au Québec
ケベックのサークス文化
06/ L’interculturalisme et la politique culturelle au Quebec
間文化主義とケベックの文化政策
07/ Les immigrants arabes de 2e génération
アラブ人移民の第二世代
Présentations des étudiants /発表
08/ Film ou divers textes, chansons sur l’ immigration
移住に関する映画や様々なテキスト、歌詞
09/ études, analyses, commentaires
研究、分析、解説
10/ Autour des Aventures de Tintin
『タンタンの冒険』をめぐって
11/ La fin de l’ Indochine et les films français
インドシナの終焉とフランス映画
Film de l’ Asie francophone ou divers textes, chansons
フランス語圏アジアの映画／様々なテキストや歌詞から
12/ La transformation de l’ identité antillaise
カリブ系アイデンティティの変遷
13/ Le français dans la Caraïbe / Divers textes, chansons
カリブ海地域のフランス語／様々なテキストや歌詞から
14/ Bilan
まとめ

成績評価方法

Présence (10%)
3 Présentations orales ou écrites / ( 3 X 30%)
平常点 (10%)
口頭と記述式発表3回（3×30%）

テキスト・参考文献等

Manuel:
Sociétés et Cultures francophones,
Yuko Yamade, Surugadai-Shuppansha, ISBN978-4-411-01351-4
テキスト:
『Sociétés et Cultures francophones』
Yuko Yamade著、駿河台出版社、ISBN978-4-411-01351-4
**授業時間外の学習**

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テキストをあらかじめ（1ヶ月前に）配布しますので、
充分な準備をお願いいたします（理解、語彙、文法）。

そうすることで授業がよりエネルギーに満ち、対話方式で、効果的、かつ効率よくなります。

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autour des thèmes du cours pour en débattre.

日本で起きている文化的、政治的問題（映画、演劇、公演、本）を、
インターネットを利用し、授業のテーマに関連づけて見ましょう。

**その他特記事項**
科目名: Histoire et culture en France(1) [フランスの歴史と文化(1)]
担当教員: クーショ マリナ
履修年度: 2020 学期: 前期 開講曜日時限: 火3 配当年次: 1〜4年次配当

授業の概要
Dans ce cours on va aborder quelques references (reperes importants) pour comprendre la société française et son histoire.
On va suivre la progression du manuel "Civilisation progressive du francais" tout en etudiant, en complement, des documents authentiques (articles, videos, dessins, etc...)

授業計画
1回目: Présentation du cours.
2回目: Reperes geographiques: les regions d'ile de France et de l ouest.
3回目: Reperes historiques: personnages importants et declaration des droits de l homme
4回目: Reperes politiques : l organisation des pouvoirs et les partis
5回目: Reperes sociaux : les familles
6回目: Reperes culturels: les grands courants artistiques
7回目: Reperes geographiques: les regions sud est et ouest
8回目: Reperes historiques: la revolution francaise
9回目: Reperes historiques : les evenements de mai 1968
10回目: Reperes politiques : droit et justice en France
11回目: Reperes sociaux: l école pour tous
12回目: Reperes culturels : la musique et la chanson francaise
13回目: Reperes geographiques: les regions du nord et du nord est
14回目: Exposes

成績評価方法
- Presence et participation : 40% de la note finale.
- Test : 60% de la note finale.
  (Exposé sur un des themes)

テキスト・参考文献等
Pas de manuel a acheter. Des photocopies seront donnees.

授業時間外の学習
S'il vous plaît ne pas oublier vos devoirs, avis.
Avant d'assister au cours il faut relire le résumé du cours précédent: et apprendre les nouvelles expressions.

その他特記事項
Dans ce cours on va aborder quelques references (reperes importants) pour comprendre la societe francaise et son histoire. On va suivre la progression du manuel "Civilisation progressive du francais" tout en etudiant, en complement, des documents authentiques (articles, videos, dessins, etc...)

Acquerir des connaissances theoriques et pratiques sur la France et son fonctionnemment. Savoir s exprimer a partir de documents francais authentiques. Communiquer ses impressions a partir d un autre point de vue culturel.

1回目: Présentation du cours.
2回目: Reperes geographiques : les regions du nord ouest
3回目: Reperes historiques : la guerre 1914-18
4回目: Reperes politiques : la France et l'Europe
5回目: Reperes sociaux : la vie professionnelle
6回目: Reperes culturels: le cinema
7回目: Reperes geographiques : les regions du centre
8回目: Reperes historiques : la cinquieme republique
9回目: Reperes politiques : l action internationale
10回目: Reperes sociaux : l'organisation du travail
11回目: Reperes culturels: le francais qui bouge
12回目: Reperes geographiques: les Departements d Outre mer
13回目: Reperes politiques: les nouvelles formes de travail
14回目: Exposes

S'il vous plaît ne pas oublier vos devoirs, avis. Avant d'assister au cours il faut relire le résumé du cours precedent; et apprendre les nouvelles expressions.